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ABSTRACT

Lists of project accomplishments and the complete third-party evaluation report constitute the major contents of this final report of a three-year project to assist Bedford County Public Schools (Virginia) in implementation of a model for K-14 career education. Major conclusions reported are these: (1) A comprehensive plan for career development in grades K-8 has been developed which provides for elementary students the opportunity to explore many new avenues in the world of work; teacher activity guides provide necessary guidance for developing lesson plans. (2) Students in the middle grades have approximately thirty different exploratory courses to select for exploring areas of career interest in grades 8 and 9; grades 7 and 8 utilize resource centers at their schools and have fifteen locally produced television programs geared to young job-seekers. (3) Existing secondary students have had the opportunity to be involved in many career development areas: career job fairs, expanded guidance service, special disadvantaged classes, and work experience. (4) A major step in implementing the total program has been the coordination efforts by the guidance departments in the schools; they have established job centers, work experience programs, and cooperated in regional career programs. The evaluation report indicates that overall results of the Self Observation Scale as a measure of self concept and of the Career Maturity Inventory show an acceptable rate of program impact. (JT)

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ED154206

FINAL REPORT

Project No. V361020
Grant No. OEG-0-73-5310(502)

# "Career Education NOW - Model for Career Education Curriculum K-14 for a Rural/Urban School District"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Jerry P. Turpin
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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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October 1976

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V361020

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Jerry P. Turpin
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Box 748
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1. Project No. V361020

2. Grant No. OEG-0-73-5310(502)

3. Title of Project:
"Career Education NOW - Model for Career Education Curriculum K-14 for a Rural/Urban School District"

4. Grantee Organization, Bedford County Public Schools

5. Project Director - Jerry P. Turpin

6. Period Covered - From July 1, 1973 - August 31, 1976

7

# ACCOMPLISHMENTS

S

3

## PROCEDURES

### General Design

The General Design of the Bedford County Exemplary Project included the following major areas:

(1) career awareness in grades K-3.

(2) career awareness/hands on activities in grades 4 - 6/7.

(3) career orientation in grades 7 - 8.

(4) career orientation/exploration in grades 9 - 11.

(5) career exploration/entry in grade 12.

(6) coordination/cooperation with other district career education efforts.

The basic foundation of the career education effort in the Bedford County, Virginia exemplary program is that career education concepts are applicable to all curricular areas and fields. Career education concepts permeates all areas, from kindergarten through adult education, all subjects from language arts to physical education.

Prior to the beginning of the exemplary project in July 1973, Bedford County Public Schools had begun working in the area of career education, especially in vocational/skills courses. Bedford County Public Schools had established a comprehensive vocational center in the city of Bedford (Bedford Educational Center) and was in the process of expanding its course offerings.

During the three year project period, it was planned that the entire educational/instructional staff would have the opportunity to participate in a comprehensive in-service training program that would serve as the foundation for future growth in career education. It was also planned that the services begun by the exemplary project would be incorporated into the normal school services offered.

## Problem Area Toward Which the Project was Directed

The purpose of this project was to assist Bedford County Public Schools in its implementation of a model for Career Education, K-14. Realizing that career education is a comprehensive instructional stratagy which begins in Kindergarten and extends through the adult years, Bedford County Public Schools became committed to developing a relevant Career Education Curriculum.

Research shows that a fundamental purpose of education is to prepare the youth to live a productive and rewarding life. For far too many young Americans, our schools are failing in this essential mission.

In typical schools throughout the nation, young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers and pupils signal their discontent.

It is a rare high school that equips all of its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often the graduate has neither option, let alone the opportunity to select one or the other.

Research also indicates that young men and women between 16 and 34 years of age will soon account for about two-thirds of the net increase in the labor force. With so much competition from young people who have higher levels of education, the boy or girl who does not get good preparation for work will find the going more difficult in the years ahead according to a 1970 Labor Statistics Bureau Report. Current estimates indicate less than five percent of the total jobs in America by 1977 will be available to unskilled help.

It is known that the country has large manpower resources which can be drawn on to meet its manpower needs--women who want suitable jobs are greatly under utilized, sometimes unused workforce of minority groups, disadvantaged teen-agers, and those youth in rural areas. The totality in wasted manpower has almost always included, in addition to the unemployed, large numbers of people who have given up the search for work, and who no longer have will or purpose. In addition, there are those who are confined to the least desirable, lower paying jobs because of poor education, poor

health and discrimination--especially, but not exclusively racial.

Progress in developing the country's human resources will depend, in large measure, upon the educational system. Given the resources, the schools can take on these new tasks. Recognition must be given to the fact, however, that cooperation between public education and manpower agencies similar to those created by the Manpower Development Act of 1962 will assist the schools in trying to meet the new demands thrust upon them.

Dr. Donald E. Super has indicated that schools must recognize that there are career patterns fitting into an on-going hierarchy. Too often educators have stressed occupations not positions. There is a need to emphasize changing occupations and positions.

Young people need to be made aware of the stages of occupations. They need to be given the answer to the question of how do you get in and how do you get out of an occupation. It is relevant that pupils know where an occupation may lead and to be aware of the chain of events leading from educational preparation, up through training, and into the opportunities available on the job.

Schools need to develop sequential experiences in decision-making about careers. These experiences should be integrated into the curriculum of both elementary and secondary schools and they should be appropriate to the grade level of pupils as they move through the program of studies. Schools also need to decide what competencies are needed by youth and work toward their development.

## Overview of the Project

Career Awareness in Grades K - 3. . . . . .

The total career education plan of the Bedford County Public Schools for the Kindergarten through Third Grade utilized the exemplary project, local effort, and a Title III grant titled Career Education Through Instructional Television.

Beginning in the Kindergarten, teachers develop units of instruction, which incorporate some of the early career development concepts and features at least one of the fifteen (15) career clusters. The teachers utilize resources from the Teachers' Guide to Career Education', local school career education materials, and the instructional television series.

As the students progress during their four years in Kindergarten and Primary Grades, they are exposed to all of the career clusters, and view all of the instructional television series' programs.

Career Awareness in Grades 4 - 6/7. . . . . .

Providing support to the classroom teachers, is the main purpose of the Career Education Resource Teachers. The CERT's are instrumental in the grades 4 - 6/7 in encouraging hands-on projects that are coordinated with class units of instruction. The CERT's also provide guidance support services in developing understanding of students.

The grades 4 - 6/7 expand upon the base built in the early years and again focus on the fifteen (15) career clusters through instructional units, field trips, speakers, and instructional television programs.

Teachers utilize materials from the local schools, the Teachers Activity Guide to Career Education, and the Instructional television series on career education as the basis for developing instructional units.

Career Orientation in Grades 7 - 8. . . . . .

The curriculum in grades 7 and 8 is designed to give students a knowledge of the characteristics, functions, duties and rewards of specific clusters within a broad spectrum of occupational areas. The development of mini-courses dealing with many of the occupational areas and taught on a six-nine-twelve-or eighteen week basis has provided students with the opportunity to explore four to six areas of interest.

Many career development concepts are integrated into the day-to-day instructional program. The availability of the instructional television series about careers makes the integration of career development/education more relevant.

Career Orientation/Exploration in Grades 9 - 11. . . . . .

On the secondary level, the students have access to an in-school career center. This center provides information on most careers, general information on broad career clusters, and ready access to the guidance department for specialized help.

In addition to the guidance/career centers, all schools have developed plans for implementing career education which centers around the curriculum areas and are implemented through the classrooms. Students from the three high schools who select skills training programs have the opportunity to go to the Bedford Educational Center for a three hour block of instruction each school day, or to a job/work station for part of the school day.

A special feature of the exemplary program at the secondary level is the program for educationally disadvantaged students. This program, housed at the Bedford Educational Center, provides remedial academic assistance to a select group of students, and at the same time provides entry level skills training. The academic work is tailored for each student and deals with problems encountered in the selected skills area.

Career Exploration/entry in Grade 12. . . . . .

A service of the exemplary program is the work experience program offered to all twelfth grade students in the Bedford County Public Schools. The work experience program selects students who desire to find out more about a certain career than is available from reading and studying in class.

The work experience coordinator locates sponsors for the students who will provide an experience in the career field for two weeks. The student is then released from the regular class work, and reports to the sponsor where he or she sees first-hand what the day-to-day life is like for a worker. This program has been very successful, especially the non-vocational/skills students.

## Results and Accomplishments

This program became operational in September, 1973 and has continued in operation until September 1976. During the period, the general design of the project was followed. An intensive in-service program was followed, which included area-wide programs and workshops, small area workshops, and local school programs. A program for continuing and expanding the career education efforts was developed and approved by the local school board. In addition, an extensive evaluation plan was developed and followed.

BEDFORD COUNTY PUBLIC SCHOOLS
Enrollment Figures
1975-1976

| Name of Schools | Grade Levels | Students Enrolled | Number of Teachers | Number of Counselors | Number of Par professionals |
|---|---|---|---|---|---|
| Bedford Elementary | 3-7 | 774 | 44 | 0 | 8 |
| Bedford Primary | 1-2 | 358 | 18 | 0 | 1 |
| Big Island Elementary | 1-7 | 336 | 17 | 0 | 3 |
| Body Camp Elementary | 1-7 | 311 | 17 | 0 | 3 |
| Boonsboro Elementary | 1-7 | 329 | 17 | 0 | 4 |
| Educational Center | 8 | 330 | 40 | 2 | 1 |
| Forest Elementary | 1-6 | 309 | 15 | 0 | 4 |
| Huddleston Elementary | 1-7 | 211 | 13 | 0 | 3 |
| Jefferson Forest High School | 7-12 | 1040 | 51 | 3 | 4 |
| Liberty High School | 9-12 | 1122 | 58 | 3 | 4 |
| Moneta Elementary | 1-7 | 319 | 15 | 0 | 2 |
| Montvale Elementary | 1-7 | 304 | 17 | 0 | 2 |
| New London Elementary | 1-7 | 466 | 20 | 0 | 2 |
| Otter River Elementary | 1-7 | 254 | 16 | 0 | 3 |
| Staunton River High School | 8-12 | 892 | 48 | 3 | 3 |
| Stewartsville Elementary | 1-7 | 708 | 29 | 0 | 7 |
| Thaxton Elementary | 1-7 | 254 | 14 | 0 | 3 |
| Adult Education | - | 450 | - | - | - |

## Goals and Objectives of the Bedford County Exemplary Program

The specific objectives of this project include:

a. Design and development of a Model Career Education Curriculum K-14 that can serve as an exemplary program that will assist other school divisions to move toward a total career education concept.

b. Increase the self-awareness of students leading to an improved self-concept which in turn would lead to the following:

   1. Improved pupil attendance

   2. Reduction in student discipline problems

   3. Reduction of the division-wide dropout rate

   4. Reduction of academic failure

   5. Increase in the percent of students continuing education in colleges and institutions other than colleges

   6. Increase the percent of graduates expressed as a percent of the first grade beginning school twelve years earlier.

c. Make academic subject matter more relevant to students and raise the county-wide scores on tests evaluating basic skill competencies of our students.

d. Develop favorable student attitudes toward the personal, social and economic significance of work.

e. Assist each student in developing and practicing appropriate career decision making skills.

f. Increase career awareness of pupils in Grades K-6

g. Develop guidance counselor and teacher awareness and skills through a comprehensive in-service program that will assist in implementing a total career education program.

h. Develop a procedure that will lead to curriculum revision centering around the career education theme.

i. Revise the exploratory course concept in Bedford County Public Schools' Grades 7 - 8 to relate to the "career clusters" of the career education concept.

j. Provide job preparation in a wider variety of occupational areas than now available to Bedford County Public School students.

k. Expand opportunities for work-study and cooperative education experiences for pupils.

l. Improve placement services for all exiting students moving toward the goal of placing each in a job or post-secondary occupational of baccalaureate program.

m. Provide for the flexible exit and re-entry of pupils into the educational program.

n. Broaden student opportunities for "beyond-the-school-walls" educational experiences including community college credit work.

o. Utilize community and area resources to a greater degree in order to provide more and varied educational experiences for students.

p. Provide job entry skill training for selected disadvantaged students at the ninth and tenth grade levels.

# CAREER EDUCATION GOALS FOR 1975 - 1976

1. At least 75 students will become involved in the Work Experience Program.

2. Bedford County Public Schools will establish a position of Vocational Counselor to work with the students at Bedford Educational Center.

3. A materials center for career education materials will be established in all secondary schools.

4. A plan will be developed for increasing community involvement in the career education program.

5. A plan for the continuation of career education in Bedford County Public Schools will be developed.

6. Increased numbers and quality of in-service programs will result in an increase in teacher acceptance of career education.

7. An audio-visual program, describing the Bedford County Career Education program will be developed and distributed throughout Virginia.

8. The Title III Instructional Television Series, Career Education Through Instructional Television will be completed.

9. At least one graduate level course dealing with career development will be offered to all instructional staff.

10. Additional materials will be purchased for the schools, dealing with career development, self-awareness, and occupational information.

11. An attempt will be made to obtain local or state funding for the program for disadvantaged students and the work experience program.

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# PROBLEMS

## PROBLEMS

Although the exemplary program has progressed satisfactorily, there have been many areas where addition emphasis was needed to maintain, or regain the time-frame as originally stated in the proposal submitted in 1972. During May, 1975, the U.S.O.E. Review Team visited the project site and conducted a three day indepth review of the project activities.

The purposes of the performance review are: (1) to assess project administrative and management accomplishments, (2) ascertain extend of achievement of goals and objectives for the review period, and (3) identify project strengths and weaknesses and make recommendations for improvement.

The review team identified problems, or weaknesses in twenty-nine (29) areas--project management, teacher in-service, staff communications, staff assignments, and overall direction. These twenty-nine areas were attacked during the final year of the project and reported to the 1976 U.S.O.E. Review Team in May, 1976.

The problems identified and attacked are typical or rural/urban school districts which have begun and are expanding their efforts in career education/development programs. The following pages contain the 1975 Review Team Recommendations, followed by a response to each.

## 1975 REVIEW TEAM RECOMMENDATIONS

A. The needs of the teachers should be assessed and in-service training programs provided accordingly.

During the 1975 - 1976 school year, Bedford County Public Schools provided teachers with many different choices in in-service training programs including many areas of career development-education.

B. The in-service training should be very specific, ie, there should be in-service training programs in career education for each of the following groups: elementary and secondary teachers, career education resource staff, guidance counselors, and administrators.

Special in-service programs were developed for:

| | |
|---|---|
| Administrators | August 1975 |
| Librarians | September 1975 |
| Instructors | Fall, Spring and Summer(planned) |
| Counselors | August 1975, Feb. 1976, April 1976 |

C. Efforts should be made to provide career education courses through local or state colleges and/or universities.

Two courses were available for Bedford County staff members--offered by the University of Virginia, one course was an introduction to career development and the other was a materials course.

D. Shift three staff members who have a background in secondary education, from elementary to secondary responsibilities.

Although not full time positions, three career education resource persons have been assigned half-time to each of the secondary schools. In addition, a full-time coordinator of group guidance and community involvement and a vocational counselor have been employed.

E. Assign one staff member, with a guidance background to be responsible for working full time with all guidance counselors in the county to promote a major thrust in guidance activities.

Under the new Incremental Career Education program, a Coordinator of group guidance and community involvement has been employed and works with all guidance departments in the county.

F. Efforts should be made to provide separate facilities in all schools. (resource materials)

Separate areas for the career resource materials were available at each secondary school, but no additional space was available on the elementary level.

G. The director and staff should make an assessment of career education resource materials, needs of teachers and counselors, and try to obtain additional funds by shifting funds in the new FY76 budget, or obtain increased local funding for this purpose.

New funds from the Incremental Career Education project has increased the Career Education materials in the schools.

H. A new updated consolidated list of available career education resource materials should be developed and distributed to all teachers, counselors and administrators.

The coordinator of group guidance has developed a complete list of materials and resource persons for distribution to all Bedford County Personnel.

I. Delineate the needs for a career education advisory committee.

A new career education advisory committee was established in 1975 to give direction to the school divisions' program in career education.

J. The director and staff should have made an assessment and delineation of project objectives, for year I - II and III at the beginning of the fiscal year.

New and revised objectives for FY 1976 have been developed.

K. That increased efforts be made for articulation among teachers and counselors at all grade levels, to prevent a duplication of career activities from one year to the next.

During the 1975 - 1978 school years, Bedford County Public Schools will complete a revision of <u>all</u> curriculum guides. Each subject area covers K - 12 and has infused career development concepts. An effort is being made to prevent duplication of activities.

L. A working definition and philosophy should be developed, which can be measured through planned activities that can be evaluated through quantifiable objectives.

A working definition of career education has been developed, and yearly goals in career education are of such a nature that they can be measured by a series of commercially available survey instruments.

M. Consideration should be given to increased emphasis upon the counseling factor in all classrooms.

During the Fall of 1975, a course in career counseling was taught in Bedford County by Dr. Bill Richardson from the University of Virginia.

N. Attention should be given to the process of selection and procurement of instructional materials to the end that the needs of each school are more nearly met.

The Incremental Career Education project assigned each school a specific amount of money to be used to upgrade their programs. In order to receive the funds, each school was required to develop a plan for the utilization of the materials.

O. The team suggests a reassessment of priorities to provide additional funds either from project budget or from other sources for the purchase of instructional materials.

Additional funds from the Incremental C.E. project were available for the 1975 - 1976 school year.

P. Consideration should be given to making materials more easily assessible to all schools.

Although additional materials were purchased for all schools during the 1975 - 1976 school year, there is still much material at the central office available on loan to all teachers. A new check-out system has increased the use and return of the materials, but the same problem of availability to the most distant schools still exists.

Q. Efforts should be increased with local colleges and universities to encourage integration of career education into pre-service preparatory teacher education programs.

Bedford County Public Schools provided pre-service education programs to VPI & SU and Lynchburg College during the 1975 - 1976 school year.

R. Efforts should be increased with local colleges and universities to develop inservice programs for teachers through special workshops for career staff, principals, administrators, and guidance personnel.

In cooperation with the University of Virginia, two courses have been offered to the instructional staff in Bedford County; in addition, VPI & SU has developed a workshop which will be on June 10, 1976 for the total instructional staff.

S. Efforts should be increased with the local community college to develop additional off-campus programs that can be offered in Bedford County for both the students and the adult community.

T. Efforts should be made to assess the needs of business and industry and to p an future career education programs in cooperation with post-secondary institutions.

The vocational counselor has developed contacts with the business and industry community of Bedford-Lynchburg,-Roanoke in order to assist in planning in and out of school programs for students.

U. Increased effort should be made in the articulation of the secondary and post secondary vocational and technical programs to meet the needs of the student being served and the needs of business and industry.

The vocational counselor funded under the incremental career education program has the responsibility for counseling with students, placing and following-up students and contacting the business-industry community.

V. Two critical areas of concern are for increased effort in formulating and implementing an expanded program of in-service training for the total professional staff, and for provisions to be made for providing additional supplies and curriculum materials. Hopefully, this can be accomplished by a reallocation of the Part D project funds. If this is not possible, it is recommended that the administration give consideration to increasing its local effort in the above areas.

Before the 1975 review team visit, a proposal was developed and submitted to USOE. This proposal was for a grant to incrementally improve the local career education efforts. This project was funded and provided additional assistance in in-service education, materials and other areas of need.

W. Consideration should be given to the development of plans which will insure the orderly continuation and further infusion of career education into the total instructional program at the conclusion of the Part D Career Education project.

The activities of the present year have been aimed at insuring an orderly transition at the end of the project year.

X. The work experience program be expanded and made available to both 11th and 12th grade students.

Only 12th grade students participated in the program because of the level of demand was too great for one coordinator.

Y. There is a need for the instructional program for disadvantaged students at the 9th and 10th grade levels to be greatly expanded to provide for all of the disadvantaged students in the school system. Consideration should be given to providing the related instruction at the students base school.

(a) Because of the nature of the program, only a small number of students can be handled adequately in the present class setting.
(b) This year, in the academic setting, reading is the only subject taught to all students, the other academic subjects are taught at the base schools.

Z. That greater emphasis be placed on implementing the career education program at the high school level. Consideration should be given to the assignment of at lease one career resource teacher to work with each of the high schools.

(See response D)

AA. Initiate a division wide program of occupational counseling and student job placement and follow-through for all students who desire these services.

A vocational counselor was employed in August 1975 to work with all vocational students and follow-up on placement.

BB. The evaluation of the project should begin during September, so that follow-up information can be obtained from the same students sample.

The 1975-1976 school evaluation was begun in September, the Spring follow-up was completed in May. In cooperation with Winston Underwood, an EPDA Fellow at VPI & SU, a comparison was done with Botetourt County to see the difference between a county with an on-going program and a county without such a program.

CC. The local project director should develop a design for an in-house evaluation to be carried out on a continuing basis in order to have adequate information to base day to day operating decisions.

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# PUBLICITY ACTIVITIES

## PUBLICITY ACTIVITIES

The major area of interest locally during the final year of the grant was the meeting with local congressman, Caldwell Butler. On February 22 and 23, 1976, the Project Director, Supervisor of Career Education, Title III Project Director and Director of Instruction for Bedford County Public Schools went to Washington to meet with Representative Butler and explain the progress of the career education effort in Bedford County, Virginia. In addition, a continuation proposal was submitted to the Office of Career Education for the Incrementai Career Education program.

Attached is a copy of the news article which appeared in the Bedford Bulletin-Democrate the following week.

EDUCATORS IN WASHINGTON. A conference with Sixth District Congressman M. Caldwell Butler was a feature of a Washington visit Feb. 22 and 23 by four supervisory members of the staff of the Bedford County Public School system. From the left: Marion (Bud) Payne, project director for television education; W. Sherrill Coleman, director of instruction; Mr. Butler; Charles A. Patsell, director of career education; Jerry Turpin, director, exemplary career education program.

# Bedford Educators Visit Washington To Confer on Career Education Future

21a

Four members of the supervisory staff of the Bedford County Public School system were in Washington Feb. 22 and 23 to confer with officials of the U. S. Office of Education about the progress here in Bedford County and won favorable comment.

During the Washington visit Congressman Butler was shown a film taken in his office by a Bedford career education worker to show schools are trying to guide boys and girls toward careers congenial to them and also profitable, to have their choices made early, and their work until graduation aimed at making them proficient in and one reason for the trip to Washington was to back up the application for another year of this program, entirely funded by HEW. More than 3,000 school divisions across the nation have applied for fun-

# To Confer on Career Education Future

Four members of the supervisory staff of the Bedford County Public School system were in Washington Feb. 22 and 23 to confer with officials of the U. S. Office of Education about the progress and future of Bedford County's comprehensive program of career education.

They had consultations with several officials of the Office of Education, which is a branch of the Department of Health, Education and Welfare, and also talked with the Congressman from this District, M. Caldwell Butler, who has shown interest in the unusual work done in the Bedford system in career education the last three years.

**A Grant Sought**

They also sought to reinforce the Bedford's system's application for a grant for a proposed program of Incremental Career Education which it is hoped can be part of the Bedford schools' program for 1976-77.

In the Bedford party were Marion (Bud) Payne, project director for Title VII television education; Jerry Turpin, project director for the Exemplary Career Education Program, which has been part of the Bedford schools' curriculum for the last three years; Charles Patsell, general director of career education, and W. Sherrill Coleman, director of instruction.

**All Federal Funds**

All of these programs are carried out 100 per cent with federal funds and no cost to the local taxpayer.

The work which has been done here in the broad field of career education in recent years has attracted attention of educators all across the country. The Bedford school system was chosen to be the only system in Virginia to carry out a three-year program of Exemplary Career Education, which will be terminated at the end of this school year.

Materials made by this program, which uses Television Education Station WBRA in Roanoke as its main workshop, where hundreds of films are made to show children something of the various careers open to them. Reels of such film have been loaned or reproduced for the use of school systems as far away as California. Workers in the Bedford system frequently are called on to conduct workshops in other school divisions to help get career teaching programs started.

**From Kindergarten On**

These films are made for succeeding stages of the pupil's school career, from kindergarten through high school. Many of them have been shown to various organizations and gatherings here in Bedford County and won favorable comment.

During the Washington visit Congressman Butler was shown a film taken in his office by a Bedford career education worker to show what several kinds of work in Washington and especially around the Congress a student might prepare for. The occasion was taken to explain to Mr. Butler the various programs already in progress or in the planning stage and to ask for his continued support for federal funding of such work.

**To Make Choices Early**

Together with the vocational education courses taught in the Bedford Education Center, the Bedford schools are trying to guide boys and girls toward careers congenial to them and also profitable, to have their choices made early, and their work until graduation aimed at making them proficient in whatever field they may have chosen.

One of the high officials with whom the Bedford men conferred was Dr. Sidney High, Director of Career Education for the U. S. Office of Education, HEW, who showed interest in what has been accomplished by such programs in Bedford County in the past and what is contemplated for the future.

The Incremental program has been in the school system here during the current year, and one reason for the trip to Washington was to back up the application for another year of this program, entirely funded by HEW. More than 3,000 school divisions across the nation have applied for funding of such a program.

12

# EVALUATION

## EVALUATION

During the 1975 - 1976 school year, IBEX, Inc., of Durham, North Carolina continued as the Third Party Evaluator for the Bedford County, Virginia exemplary program. The objective of the evaluation plan was the development of data to compare with the baseline data obtained at the start-up of the project, and to see how the students' scores on validated testing instruments compared over the project period.

The following is the evaluation plan design submitted after a design conference in September, 1975, which includes student outcome questions, participating teacher survey questions, and staff log questions. The evaluation report submitted by IBEX in August, 1976 follows the evaluation design.

TABLE 1

Outcome Question/Treatment Group Matrix

| | Elementary K-5 | Middle 6-8 | High School 9-12 |
|---|---|---|---|
| Increased Self Awareness<br>I.C. Do students display a more positive attitude toward themselves? | X | X | X |
| Increased Basic Skills<br>II.D. Have students increased their level of generally useful decision-making skills? | X | X | X |
| E. Have students increased their level of generally useful interpersonal skills? | X | X | X |
| Awareness of Work Values<br>III.B. Do students possess more positive attitudes toward paid and unpaid work? | X | X | X |
| Increased Work Awareness<br>IV.D. Have students increased their knowledge of the impact of social and technological change in paid and unpaid work? | | X | X |
| Increased Decision Making Skills<br>V.E. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning? | | X | X |
| F. Have students increased their active involvement in career decision-making? | | | X |
| Improved Work Habits<br>VI.E. Do students have a more positive attitude toward responsibility for their own behavior and accomplishment of self-imposed work tasks? | X | X | X |
| F. Do students demonstrate an increased desire for continuous learning both in school and out? | X | X | X |

TABLE 1 (cont'd.)

| | Elementary K-5 | Middle 6-8 | High School 9-12 |
|---|---|---|---|
| Increased Work Seeking and Getting Skills<br>VII.B. Have students increased their level of skills required in (a) applying for, and (b) accepting work? | | | X |
| Placement<br>VIII.A. How many students have been placed or are engaged in further education, and how does this compare with prior years? | | | X |
| B. How many students have been placed in a paid occupation, and how does this compare with prior years? | | | X |
| D. Of those not placed in further education or in a paid occupation, how many are engaged in (a) unpaid work consistent with their career plans, and how does this compare with prior years? | | | X |
| IX. This area is not applicable to the Exemplary Effort in Career Education | | | |

TABLE 1-A
EVALUATION DESIGN WORKSHEET

| COLUMN 1. Student Outcome Area | COLUMN 2. Related Evaluation Questions | COLUMN 3. Design | COLUMN 4. Specify Data Source(s) | COLUMN 5. Instrumentation | COLUMN 6. Sampling | COLUMN 7. Data Analysis |
|---|---|---|---|---|---|---|
| I.C. Do students display a more positive attitude toward themselves? | Outcome: | | | | | |
| | Question 1 (Page 18) | Pre (Oct-Nov) 1975 | Students | SOS | Matrix by Grade & Class | Descriptive |
| | Treatment: | | | | | |
| | See Matrix (Page 9) | Post (May, 1975) | | | | |
| | Relational: | | | | | |
| | | NA | NA | NA | NA | |
| I.D. Have students increased their level of generally useful decision-making skills? | Outcome: | | | | | |
| | Question 1 (Page 18) | Pre (Oct-Nov 1975) | Students | CMI | Matrix by Grade & Class | Descriptive |
| | Treatment: | Pre-Post | | | | |
| | See Matrix (Page 9) | | | | | |
| | Relational: | | | | | |

TABLE 1-A
EVALUATION DESIGN WORKSHEET

| COLUMN 1. Student Outcome Area | COLUMN 2. Related Evaluation Questions | COLUMN 3. Design | COLUMN 4. Specify Data Source(s) | COLUMN 5. Instrumentation | COLUMN 6. Sampling | COLUMN 7. Data Analysis |
|---|---|---|---|---|---|---|
| II.E. Have students increased their level of generally useful interpersonal skills? | Outcome:<br>Question 1 (Page 18)<br>Treatment:<br>See Matrix (Page 9)<br>Relational | Pre (Oct-Nov) 1975<br>Pre-Post<br>NA | Students<br>NA | SOS<br>NA | Matrix by Grade & Class<br>NA | Descriptive |
| III.B. Do students posess more positive attitudes toward paid and unpaid work? | Outcome:<br>Question 1 (Page 18)<br>Treatment:<br>See Matrix (Page 9)<br>Relational | Pre-Post<br>Pre-Post | Students | CEQ | Matrix by Grade & Class | Descriptive |

TABLE 1-A
EVALUATION DESIGN WORKSHEET

| COLUMN 1. Student Outcome Area | COLUMN 2. Related Evaluation Questions | COLUMN 3. Design | COLUMN 4. Specify Data Source(s) | COLUMN 5. Instrumentation | COLUMN 6. Sampling | COLUMN 7. Data Analysis |
|---|---|---|---|---|---|---|
| IV.D. Have students increased their knowledge of the impact of social and technological change in paid and unpaid work? | Outcome:<br>Question 1 (Page 18)<br>Treatment:<br>See Matrix (Page 9)<br>Relational: | Pre-Post<br>Pre-Post<br>NA | Students<br>NA | CEQ<br>NA | Matrix by Grade & Class<br>NA | Descriptive |
| V.E. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning? | Outcome:<br>Question 1 (Page 18)<br>Treatment:<br>See Matrix (Page 9)<br>Relational: | Pre-Post | Students | CEQ | Matrix by Grade & Class | Descriptive |

TABLE 1-A
EVALUATION DESIGN WORKSHEET

| COLUMN 1. Student Outcome Area | COLUMN 2. Related Evaluation Questions | COLUMN 3. Design | COLUMN 4. Specify Data Source(s) | COLUMN 5. Instrumentation | COLUMN 6. Sampling | COLUMN 7. Data Analysis |
|---|---|---|---|---|---|---|
| V.F. Have students increased their active involvement in career decision-making? | Outcome:<br>Question 1<br>Treatment:<br>See Matrix (Page 9)<br>Relational: | Pre-Post<br>NA | Students<br>NA | CMI<br>NA | Matrix by Grade 9-12 & Class<br>NA | Descriptive |
| VI.E. Do students have a more positive attitude toward responsibility for their own behavior and accomplishment of self-imposed work tasks? | Outcome:<br>Question 1 (Page 18)<br>Treatment:<br>See Matrix (Page 9)<br>Relational: | Post Only | Students | SOS | Matrix by Grade & Class | Descriptive |

TABLE 1-A
EVALUATION DESIGN WORKSHEET

| COLUMN 1. Student Outcome Area | COLUMN 2. Related Evaluation Questions | COLUMN 3. Design | COLUMN 4. Specify Data Source(s) | COLUMN 5. Instrumentation | COLUMN 6. Sampling | COLUMN 7. Data Analysis |
|---|---|---|---|---|---|---|
| VI.F. Do students demonstrate an increased desire for continuous learning both in school and out? | Outcome:<br>Question 1 (Page 18)<br>Treatment:<br>See Matrix (Page 9)<br>Relational: | Pre-Post Only | Students | CMI | Matrix by Grade & Class | Descriptive |
| | | NA | NA | NA | NA | |
| VII.B. Have students increased their level of skills required in (a) applying for, and (b) accepting work? | Outcome:<br>Question 1 (Page 18)<br>Treatment:<br>Relational: | Pre-Post | Students | CMI | Matrix by Grade & Class | Descriptive |

TABLE 1-A
EVALUATION DESIGN WORKSHEET

| COLUMN 1. Student Outcome Area | COLUMN 2. Related Evaluation Questions | COLUMN 3. Design | COLUMN 4. Specify Data Source(s) | COLUMN 5. Instrumentation | COLUMN 6. Sampling | COLUMN 7. Data Analysis |
|---|---|---|---|---|---|---|
| VIII.A. How many students have been placed or are engaged in further education, and how does this compare with prior years? | Outcome:<br>None noted<br>Treatment:<br>High School Placement Center<br>Relational: | Pre-Post<br>NA | High School Placement Center Data<br>NA | Follow-up Survey<br>NA | Respondents<br>NA | Descriptive |
| VIII.B. How many students have been placed in a paid occupation, and how does this compare with prior years? | Outcome:<br>None noted<br>Treatment:<br>High School Placement Center<br>Relational: | Pre-Post | High School Placement Center Data | Follow-up Survey | Respondents | Descriptive |

TABLE J-A
EVALUATION DESIGN WORKSHEET

| COLUMN 1. Student Outcome Area | COLUMN 2. Related Evaluation Questions | COLUMN 3. Design | COLUMN 4. Specify Data Source(s) | COLUMN 5. Instrumentation | COLUMN 6. Sampling | COLUMN 7. Data Analysis |
|---|---|---|---|---|---|---|
| VIII.D. Of those not placed in further education or in a paid occupation, how many are engaged in (a) unpaid work consistent with their career plans and how does this compare with prior years? | Outcome:<br>None noted<br>Treatment:<br>High School Placement Center<br>Relational: | Pre-Post<br>NA | High School Placement Center Data<br>NA | Record Review<br>NA | Available Records<br>NA | Descriptive |

## SECTION III. EVALUATION QUESTIONS

The following list of evaluation questions attempts to blend the directions from the U.S.O.E. Guidelines with evaluation questions that were adopted by the exemplary project. The Project Director and IBEX, as the evaluator, feel that we can respond to the Guidelines and meet the information needs of the Project and of the U.S.O.E. Those questions presented earlier in the Outcome Question/Treatment Group Matrix will be studied, as well as the following list of questions which are more closely related to local needs:

1. How did students change in relation to the six areas of emphasis in terms of knowledge, attitudes, and behavior? (Note the six areas of emphasis are: 1) career awareness and preparation, 2) self awareness and understanding, 3) economic awareness and understanding, 4) attitudes and appreciation, 5) educational awareness, and 6) decision making.

2. How do principals perceive the Career Education (CE) effort?

3. How do teachers perceive the CE effort?

4. How does the central administration perceive the CE effort?

5. How do these three groups and the CE staff see each other's professional role in the Career Education effort?

6. How did teacher involvement in the Career Education effort change?

7. To what degree do teachers infuse CE into their classroom activities and to what extent did the Planning Guide facilitate that infusion?

8. What teaching strategies advocated by CE (and at what level) are teachers utilizing in their classrooms? Do they show increased use of such strategies?

9. Is there an increase in the level of involvement of community resources in the learning process?

10. Was the community involvement effective?

11. Was the performance of the Career Education staff effective in the opinions of teachers, principals and other administrators in the following areas:

    conducting inservice;
    assisting with implementation;
    arranging resources?

12. How does project staff rate their own effectiveness during 1974-75?

13. How do members of the CE staff utilize their time?

## SECTION IV. EVALUATION DESIGN

The preceding list of questions and the outcome questions presented in Table 1 constitute all elements necessary to specify both the evaluation design and the data base elements. The questions presented require a series of mini-designs with an overall design plan. Each of these will be presented.

The Exemplary Effort in Career Education is programmatically designed to reach every student in Bedford County Schools. Each student, through his teacher, is equally exposed to Career Education. Thus, the design cannot use either "control groups" or the "differentiated treatment group" as its basic design approach.

To implement the design plan for the 1975-76 evaluation effort, the U.S.O.E. Guidelines were followed. Because of the late starting date of this year's evaluation, we propose the use of post-test design for students. This data could serve two purposes: first, to supply needed evaluation information for this year's project, and secondly, to provide baseline data for next year's evaluation effort. Thus, Outcome Areas I through VII require testing students, and Area VIII requires testing Career Education staff, teachers and administrators.

## SECTION V. DATA BASE: SOURCES AND CONTENTS

The following data elements are seen as necessary to answer the evaluation questions presented in Section III and in the Matrix. Elements within each data file will be processed into computer cards and filed there for analysis. Three files are presented: student, staff and process. Due to limited resources, not all instruments will be available on any single student or teacher. However, for the purpose of this presentation, each file will be shown as complete.

### Student File Elements

Student Name or Number
School Assignment
Grade Assignment
Homeroom Teacher
Sex
Age in Months
Race
Self Observation Scales: (Primary and Intermediate)
- Self Acceptance
- School Affiliation
- Social Maturity
- Self Security
- Achievement Motivation
- Social Confidence
- Peer Affiliation
- Teacher Affiliation

Self Observation Scales: (Secondary)
- Self Security
- Social Maturity
- Peer Affiliation
- Teacher Affiliation
- Family Affiliation
- School Affiliation
- Social Confidence
- Self Assertion
- Self Acceptance

Career Education Questionnaire

Career Maturity Inventory

Teacher File Elements

Name
School
Grade or Subject Taught
Career Education Teacher Practices Survey
Career Education: Educator's Values Scale
Teacher's Planning Guide
Community Resource Request

Process File Elements

Project Staff Inventory

## SECTION VI. DATA COLLECTION INSTRUMENTS

The following list of data collection instruments itemizes those instruments selected for use in this evaluation effort, in addition to the list based on the U.S.O.E. Guidelines.

Students

Self Observation Scales - A measure of student self-concept at the primary (K-3) and intermediate (4-6) levels. Scales include: Self Acceptance, School Affiliation, Social Maturity, Self Security, Achievement Motivation, Social Confidence, Peer Affiliation, and Teacher Affiliation. (SOS)

Self Observation Scales - A measure of student self-concept for secondary (7-12) pupils. Scales include Self Security, Social Maturity, Peer Affiliation, Teacher Affiliation, Family Affiliation, School Affiliation, Social Confidence, Self Assertion, and Self Acceptance. (SOS)

Career Education Questionnaire - A measure designed by the Vocational Education Unit of the University of Minnesota to determine if the student is aware of career possibilities and if he sees dignity in all work. (CEQ)

Career Maturity Inventory - An instrument designed by the California Test Bureau to determine if students can relate social and academic skills learned in school to occupational requirements. (CMI)

Teachers

Career Education Teacher Practices Survey - A teacher interview guide to determine level of use by teacher of certain practices suggested by the Career Education effort. (CETPI)

Project Staff

Staff Strategies Log - A day-by-day time accounting of how project staff utilizes time for one randomly selected week. (SSL)

Placement Office Report Form - An instrument to be designed in concert with the Career Education placement office to report data necessary to respond to Area VIII (U.S.O.E. Guidelines). (PORF)

## SECTION VII. SAMPLING PLAN

The sampling plan to be implemented in the Bedford County Schools Career Education Evaluation is based on the plan called for in the U.S.O.E. Guidelines. The grades to be tested are three, six, eight, and eleven.

### Matrix Sampling

Although all students in grades 3, 6, 9 and 12 are involved in the EECE, all students will not take all instruments. Time and funds are two important constraints that must be considered. Using matrix sampling for random selection, each class will take at least two of the instruments. The following table presents the approach to be used. One grade level (3rd) is used as an example.

Grade levels will be plotted as shown in Table 2 to assure that all students are involved, but that no student takes more than 1½ hours in EECE testing.

For EECE staff, teachers and administrators, the total group will be tested with each designated instrument.

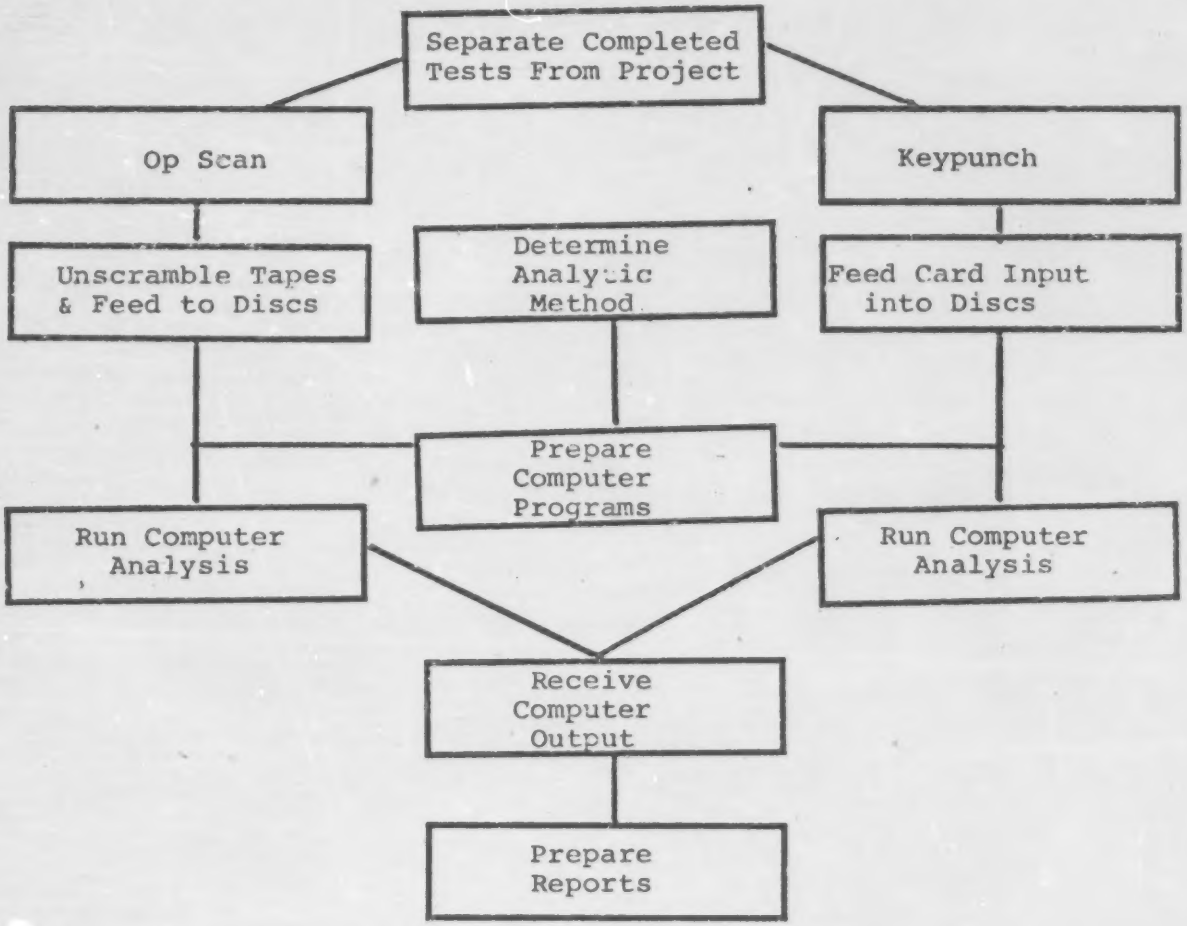
TABLE 2

Exemplary Effort in Career Education
Bedford County Schools
Example of Matrix Sampling Approach
for Grade 3

| Grade 3 School/Teachers \ Test | SOS | CEQ | DMS | CMI |
|---|---|---|---|---|
| School A: Teacher 1 | X | | X | |
| Teacher 2 | | X | | X |
| Teacher 3 | X | | X | |
| School B: Teacher 4 | | X | | X |
| Teacher 5 | X | | X | |
| Teacher 6 | | X | | X |
| School C: Teacher 7 | X | | X | |
| Teacher 8 | | X | | X |
| Teacher 9 | X | | X | |
| Teacher 10 | | X | | X |

## SECTION VIII. DATA ANALYSIS PLAN

This section will not identify the specific technique required to respond to each evaluation question of interest; in many cases this may not be decided until after the data are ready for analysis. However, what is presented is a step-by-step analysis of the tasks necessary to prepare the data for computer analysis after the instruments have been administered.



# FINAL EVALUATION REPORT
# FOR THE
# BEDFORD COUNTY
# CAREER EDUCATION PROGRAM
# BEDFORD, VIRGINIA

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August, 1976

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## SECTION I. EXECUTIVE SUMMARY AND RECOMMENDATIONS

The U.S. Office of Education requires that all Part D Vocational Exemplary Projects have an independent third party evaluation. In response to a request for proposals from the Bedford County Schools, IBEX, Inc. submitted a proposal in September, 1975 and was selected to perform the evaluation.

The evaluation activities began in September, 1975 with a design conference in Bedford. This conference set the parameters for the evaluation and specified the roles to be played by IBEX and Project staff in carrying out the evaluation functions.

The IBEX evaluation team was headed by Helmuts Feifs, Senior Consultant, and included Mr. Steve Davis and Mr. Steve Schulz of the IBEX staff.

The evaluation of the 1975-76 year of the Bedford Career Awareness Project was designed by IBEX, Incorporated, the independent third party evaluator, in compliance with the U.S.O.E. Guidelines and with the close cooperation of the Project Staff. Many of the evaluation functions were carried out directly by IBEX, while others were performed by the Project staff and the results reviewed by the IBEX evaluation team.

The evaluation design for the 1975-76 year of the Project is summarized in Section III of this report.

Responsibility for the various evaluation functions was divided between IBEX and the Project staff, since much of the data collection and record-keeping was integral to the implementation of Project activities.

The results of the evaluation are organized around three major information domains or evaluation areas of interest. These domains are: (A) student self concept, (B) student awareness of the world of work, and (C) teacher use of career education resources and related practices.

The major results of the 1975-76 evaluation are summarized in the following paragraphs. A detailed presentation of the results of IBEX's evaluation is found in Section V.

The importance of a healthy self concept is well recognized. As a measure of children's self concepts, the Self Observation Scales (SOS) were employed in this evaluation. Over 300 students were administered the SOS. The overall results show that the sample population closely approximates the national norming group. Differences between the pretest scores and posttest scores showed a positive increase in pupil scores at the Primary Level (K-3) and the Intermediate Level (4-6).

The Career Education Questionnaire (CEQ) was used to measure the extent to which students (grades 2-6) are aware

of the concepts related to the world of work. The CEQ provided a wealth of useful information concerning the students' practical knowledge of the educational requirements necessary in securing a job in the world of work.

The Career Maturity Inventory (CMI) was used to assess students' perceptions of the world of work and their relation to it. This instrument was developed to measure (1) the maturity of attitudes and competencies that are critical in realistic career decisionmaking, (2) the ability of students to appraise their job-related capabilities, and (3) the aspiration level of students (more carefully defined as economic understanding of each job).

Each of the three CMI subtests employs a series of multiple choice items. Scores on each scale are converted from a raw to a percentile score. Overall, the CMI provided a great deal of information regarding the students' perceptions of the world of work and their relation to it, and the results showed a marked gain from pre- to posttesting.

The teacher and staff activities were an important component of the project. There were six major inservice activities and numerous faculty meetings held over the course of the year. In addition, the teachers were requested to fill out the Teacher's Practices Survey (TPS) and the Bedford Career Education Survey.

The TPS was designed to obtain feedback directly from teachers regarding their use of 15 specific techniques and activities related to career education.

The results of the survey were summarized by estimating the average number of times each activity was used by the responding teachers during the school year. Many of the activities, such as "integration of basic skills with career education", "career education materials" and "displays concerning careers and jobs" were used more frequently than once per week.

The Bedford Career Education Survey was administered on a pre/posttest design for teachers and staff who participated in inservice activities. The survey was comprised of three scales: (1) Acceptance, (2) Changes Orientation, and (3) Commitment. The results of the survey showed a positive increase in teacher attitudes on all three scales.

The results of the student outcome data and the teacher survey generally support the project documentation regarding the use of career education materials and activities, and they present a picture of the successful implementation of goals and objectives of the program.

## SECTION II. PROGRAM OVERVIEW

Career Education NOW! - Model for Career Education Curriculum, K-14 for a Rural-Urban School District is the culmination of Bedford County's previous experience in the field of career education. Prior to the implementation of this program, Bedford County Public Schools had many elements of career education already integrated into its curriculum and program of studies. While the results of these individual programs were salutary, what was needed was a way to fuse these programs into a unified effort which would maximize the benefits which students received. Bedford County realizes that career education should be a comprehensive, instructional program which begins in the kindergarten and extends through the adult years. In light of this realization, Bedford County Schools is committed to developing and making a functional reality, a relevant Career Education Curriculum, K-14.

A major emphasis of this program is the development of a curriculum and the providing of services that provide opportunities for career awareness in K-6, and career orientation and career exploration in grades 7 and 8. Career Education Resource Persons in Grades K-7 employed in the program assisted in meeting these objectives. The Work-Experience Coordinator and the Project Supervisor assisted in improving existing services and instructional opportunities in the program.

Bedford County Schools has implemented a program of nine-week exploratory courses for seventh and eighth grade pupils in selected schools. These include exploration in agricultural science and mechanics, art, business education and typing, French, home economics, music, public speaking and Spanish. Each student is encouraged to explore a choice of four areas during the school year. The relationship of the exploratory courses to career clusters is emphasized in the introductory phase of each course. Exiting options from the related clusters are emphasized as students look at the various progressive levels of training for related occupations associated with the areas being explored.

The high school curriculum for grades nine through twelve has been developed to provide subject options which can lead to job preparation and placement to baccalaureate programs for exiting students. As with other school systems, the total realization of this goal is still to be obtained. This program provides for increased job preparation in a wider variety of occupational areas and utilizes varied work experience and cooperative education experiences for all students.

Other courses were planned for vocational-technical students who wish to complete job skill training for entry into jobs at the end of the twelfth grade in such programs as carpentry, drafting, electronics, occupational foods, practical nursing, etc. The Work-Experience Coordinator has strengthened the preparation

and experiences provided for these students exiting before graduation. The Project Supervisor and Work-Experience Coordinator provide a program of placement, follow-up, and research into community resources. These courses and personnel have enabled meeting the goal of insuring placement of all exiting students in either: (a) a job, (b) a post-secondary occupational program, (c) a baccalaureate program.

The program also serves to increase the self-awareness of each student, develops in each student favorable attitudes about the personal, social and economic significance of work, and assists each student in developing and practicing appropriate career decision-making skills.

Bedford County Public Schools has developed an extensive continuing education program including numerous night classes which allows employed persons to earn some academic high school credits, obtain schooling in basic education, secure an equivalency of a high school education certificate, and acquire vocational-technical skills.

The preceding was a description of the major features of the program during its first year. This year Bedford County Schools will attempt to fill one important "gap" in the total program. There is a need for the potential dropout or disadvantaged (educationally or economically or socially) student to acquire some form of job-level entry skill training during the ninth and tenth grade years of schooling. This will be provided

by a special program taught in skills laboratories by special teachers. The academic subject approach for these students was career education-oriented during the first year of the project. With this revised approach, disadvantaged students during the third year of the project took relevant academic work at base high schools. During the three-hour block of time, selected disadvantaged students were taught job-entry skills at the Bedford Educational Center which is centrally located. This phase of the project is reflected in an increased budget for this year's program.

The following are elements of new concepts and innovations involved in the Bedford program:

a. Role of the Career Education Resource Person -- The career resource person in this project provides support to the educational process in a variety of ways to both students and teachers. Assistance is given to teachers in local elementary schools as the career resource person aids in curriculum development, K-7 and helps teachers integrate career education into language arts, mathematics, science, and social studies. Through group guidance, he will assist elementary students to move toward self-awareness, develop healthy attitudes toward work, and provide the background help to assist children with developing career decision-making skills. Individual counseling is emphasized in order to assist students with individual problems and to make staisfactory

adjustments as they move through elementary school experiences.

b. The Career Resource Person also assists in introducing initial career orientation and selected meaningful exploratory experiences to pupils in grades 4-7. Selected experiences that develop hands-on-skills will be introduced by the skills teachers. Working with teachers, he or she helps grade level teachers to develop units involving activity-centered experiences that assist the student in seeing the relevance between science, mathematics, language arts, and social studies and career goals.

c. Role of the Work-Experience Coordinator -- The work-experience coordinator assists in the placement of students in cooperative education experiences in grades 11-12. He assists working students in placement that avoids "dead-end" types of work that merely provide financial rewards while the student is attending school and working parttime under no formal program. The work-experience coordinator also assists in curriculum development and serves as a resource person to bring community resource people into academic classrooms to help teachers make subject matter more relevant to pupils in grades 11-12.

d. Revised Approach to Exploratory Courses -- In this program, exploratory courses provide students in grades 7 and 8 with experiences that will enable them to develop career and educational decision-making skills as well as providing opportunities in the development of simple skills related to some of the fifteen career clusters.

e. Role of the Project Supervisor -- The project supervisor provides a rural-urban school division with services not generally found in this type of school district. He coordinates the work of secondary guidance counselors to insure placement of all exiting students in either a job, post-secondary occupational program, or a baccalaureate program. Follow-up and research studies are coordinted by this professional worker.

f. Inservice Program for Restructuring the Curriculum Around the Career Education Theme -- All elementary and secondary instructional personnel in Bedford County Public Schools received inservice training to move the program of studies toward a K-14 total career education concept.

g. Integration of Local Adult and Continuing Education Program Into the Career Education Model -- This program provides for movement through the K-12 program of studies into designed programs equivalent to Grades 13 and 14 provided through local adult and continuing education programs.

h. Role of Skills Teacher for Disadvantaged Students -- The skills teacher for disadvantaged students works with selected potential dropouts and disadvantaged students at the ninth and tenth grade levels.

The Bedford County Public Schools program differs from traditional programs in that it combines many elements of career education into a Model for Career Education K-14. The traditional approach to implementing career education in a school district has been to concentrate on a fairly narrow grade area such as K-6, 7-8, 9-10, etc., rather than setting up a complete program embracing the total curriculum K-14. This program is one in which all five phases of career education -- career awareness, career orientation, career exploration, skill development, and post-high school options are put into effect at one time. Through the three year period of the project, the model has been developed to the point of making career education a reality in Bedford County Public Schools. The fact that Bedford County is partly rural in nature with many urban elements, has proved to be an advantage for an exemplary project in that the model was more adaptable to different types of school districts.

## SECTION III. CONCEPTUAL BASIS FOR EVALUATION

The strategy upon which this evaluation report builds is called Information Based Evaluation (IBE)*. This strategy has been successfully implemented on some forty projects at both the state and local level over the past three years.

The concept of information utility is the overriding characteristic that differentiates "good" evaluation from "poor" evaluation and differentiates undisciplined data collection from information gathering. Judged by even modest standards of utility educational research and evaluation has a pitifully poor record and the unfortunate educational manager or policy maker operating within this void must sift through mountains of data for those kernels of desired information.

In the social sciences in general, and in education in particular, the mechanisms do not exist for supplying information to those that need it. The traditional evaluation mechanism has not added much to the meager research contribution. Theoretically, evaluation should be a suitable mechanism but it has suffered from growing pains and an obsession to separate itself clearly from the research model. The Information Based Evaluation model, hopefully, suffers from no such obsessions,

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* A. Jackson Stenner, Information Based Evaluation Series Book 1: An Overview of Information Based Evaluation: A Design Procedure. Arlington, Virginia. IDEA Corp. 1972.

except perhaps that of adhering strictly to the concept of information utility.

Another contributing factor to the inadequacy of present day evaluations has been the relationship between evaluation and the performance objectives movement. The symbiotic growth these two concepts have enjoyed has served to reduce the full potential of educational evaluation. The crucial role performance objectives play in program management is obvious; however, the question arises as to what place objectives should have in evaluation. The Information Based Evaluation approach views program objectives as a focus of evaluation activity, but by no means as the focus. More traditional approaches to evaluation have used performance objectives as the foundation for the planning and execution of evaluation activities. This procedure is considered inadequate for several reasons:

1. Basing evaluation on performance objectives restricts the focus of evaluation to intended outcomes, thus overlooking unintended outcomes which are potentially just as important.
2. Performance objectives provide a very inflexible basis for evaluation in that they are seldom changed during the program year, and thus information needs (which are fluid) cannot be adequately addressed.
3. Even if information on the attainment of all performance objectives is provided, important information is invariably ignored because objectives are not developed with

information needs in mind, but rather are developed as guideposts for program management.

4. Objectives based evaluation often views each objective as a unique area of focus and thus important relationships are often overlooked.

If program objectives are inadequate as a foundation for evaluation, what are the alternatives? How do we define the parameters of evaluation, i.e., what are the reference points? In objectives based evaluation, the reference points are the program objectives. In information based evaluation the reference points become the information users for the program and the information domains (needs). Capitalizing on these two reference points, a technique called domain analysis can be used to define and focus the direction of the evaluation.

Information based evaluation should not be considered as "objective free" evaluation. Information based evaluation recognizes the importance of program objectives, but only to the extent to which feedback on the objectives is considered important to information users. The overriding consideration is the type of questions about which relevant individuals desire answers. Priorities are established in both the information domain category (e.g., student cognitive growth) and the information user category (e.g., local superintendent) and the evaluation resources are expended to meet these identified priorities. An additional check on the adequacy of evaluation information is the extent to

which the information leads to action. If no relationship exists between information and action, then the adequacy and/or quality of the evaluation effort is in doubt.

In polling the various information users, the evaluation team can often develop evaluation questions that relate to "unintended outcomes" or "shadow benefits". These questions occur because all information users are probably not supportive of the program procedures and/or objectives; thus, their information needs will highlight aspects of the program that would not receive attention in an objectives based evaluation effort. Program developers and program staff generally have a highly developed commitment for the program and are myopic in viewing the outcomes of the program. The possibility that the program may cause some negative side effects is very difficult for them to comprehend, let alone accept. However, individuals or factions that have been agianst the program from the start are generally more than capable and willing to identify potential weaknesses and unintended outcomes. Therefore, in serving each information user, the evaluation team can gain a balanced view of the program.

Information based evaluation recognizes that an evaluation must be dynamic if it is to be responsive. Program objectives rarely change during the project year, thus the objectives based evaluation is static and methodical in responding to the information requirements. Information based evaluation accepts the fact that information needs are fluid, and new questions are posed throughout the program cycle.

## SECTION IV. INFORMATION NEEDS

Information Based Evaluation (IBE) rests on three major components: information users, information domains and evaluation questions. At the evaluation design conference with the Bedford staff, these three components were carefully viewed and given priority rank in the Career Education evaluations.

### Information Users

Those who need or desire information about a particular project or program in the semantics of IBE are called information users. For the Bedford Career Awareness Program, the following priority list of users was adopted:

### Action Users

Project Staff

Teachers

Counselors

School Administrators

### Support Users

Superintendent

School Board

State Department of Education

USOE

Interest Users

Parents

Business and Industrial Community

Lay Community

Professional Community

Higher Education

Information Domains

A general area of concern for project or program staff and participants is called an information domain. For this project the following list of domains was adopted:

Students

(1) Career Awareness

(2) Self Concept

(3) Work Attitudes

Teacher Evaluation

(4) Career Information

(5) Career Education Attitude

(6) Career Education Implementation

Evaluation Questions

The following list of evaluation questions attempted to blend the directions from the U.S.O.E. Guidelines with evaluation questions that were adopted by the exemplary project. The Project Director and IBEX, as the evaluator, feel that we responded to the Guidelines and met the information needs of the Project and of the U.S.O.E. During the course of the evaluation, additional questions may arise

which can be answered with the available data elements; if so, they were added to the following list:

1. How did students change in relation to the six areas of emphasis in terms of knowledge, attitudes, and behavior? (Note the six areas of emphasis are: 1) career awareness and preparation, 2) self awareness and understanding, 3) economic awareness and understanding, 4) attitudes and appreciation, 5) educational awareness, and 6) decision making

2. How do principals perceive the Career Education (CE) effort?

3. How did teacher involvement in the Career Education effort change?

4. To what degree do teachers infuse CE into their classroom activities and to what extent did the Planning Guide facilitate that infusion?

5. What teaching strategies advocated by CE (and at what level) are teachers utilizing in their classrooms? Do they show increased use of such strategies?

6. Is there an increase in the level of involvement of community resources in the learning process?

7. Was the community involvement effective?

8. Was the performance of the Career Education staff effective in the opinions of teachers, principals and other administrators in the following areas:

   conducting inservice;

   assisting with implementation;

   arranging resources?

9. Hoe does project staff rate their own effectiveness during 1975-76?

10. How do members of the CE staff utilize their time?

Evaluation Constraints

No evaluation effort is devoid of constraints or limitations; thus, it was imperative that the constraints be considered from the beginning of the evaluation and the procedures be established to work within these constraints. Two major constraints, time and resources, are of primary importance.

For this evaluation effort, $6,900 of the gross budget was allotted. It was necessary to delete some desirable information needs to stay within this constraint. Principals agreed to one and one-half hours of student time during the spring term. To meet this constraint a modified sampling matrix using test, grade and class as variables, was adopted, thus all students did not take all tests. Each student had one hour to one hour and fifteen minutes of actual testing time.

All the students in the Bedford School District participate in the Career Education Project; therefore, no control was possible for the study. Finally, since Career Education is to be infused into the instructional program and not isolated as a specific area, the determination of cause and effect relationships will not be considered as a part of this evaluation.

Instrumentation

The evaluation instruments listed below were presented for the project staff's consideration. The instruments utilized for the evaluation were the recommended instruments in the U.S.O.E. Guidelines. Each instrument is briefly described; its subscales noted. Complete copies of the instrument appeared in the Instrument Catalog. Instruments are arranged by audience groups.

Students

Self Observation Scales - A measure of student self-concept at the primary (K-3) and intermediate (4-6) levels. Scales include: Self Acceptance, School Affiliation, Social Maturity, Self Security, Achievement Motivation, Social Confidence, Peer Affiliation, and Teacher Affiliation. (SOS)

Self Observation Scales - A measure of student self-concept for secondary (7-12) pupils. Scales include Self Security, Social Maturity, Peer Affiliation, Teacher Affiliation, Family Affiliation, School Affiliation, Social Confidence, Self Assertion, and Self Acceptance. (SOS)

Career Maturity Inventory - An instrument designed by the California Test Bureau to determine if students can relate social and academic skills learned in school to occupational requirements. (CMI)

Career Education Questionnaire - A measure designed by the Vocational Education Unit of the University of Minnesota to determine if the student is aware of career possibilities and if he sees dignity in all work.

Teachers

Career Education Teacher Practices Interview - A teacher interview guide to determine level of use by teacher of certain practices suggested by the Career Education effort. (CETPI)

## SECTION V. EVALUATION RESULTS

This section is organized around three major information domains or evaluation areas of interest. These domains are: (1) student self concept, (2) student relationships with the world of work, and (3) student attitudes toward career development.

### Student Self Concept

A first objective at the elementary level is to enable students to develop a more positive self concept and greater understanding of self.

Between the ages of five and twelve self concept begins to crystallize. During this period (termed the latency period by many authors), the child matures considerably in the physical, cognitive and affective areas. He confronts his environment with an increasingly stable set of feelings, attitudes and behaviors which are based, to a large extent, on his self concept which is likewise, stabilizing. As the child becomes older he becomes more sure of what he likes and dislikes, who he likes and dislikes, what he enjoys doing and what he dislikes doing, how he sees his future and what he will be doing in this future. He begins to plan and his aspirations and hopes tend to be consistent with the way he values himself, which, in turn, is dictated in large part by how he perceives others value him.

Although the early school years are characterized by a crystallization of self, the child also begins to differentiate. The self concept of the five-year-old is a relatively simple construct. The five-year-old views most things as a dichotomy: people are good

or bad, food is good or bad, places are happy or sad place to be, other children are friendly or mean. As the six-year-old enters first grade, new demands are placed on him. He is expected to interact with unfamiliar children and authority figures and, to a great extent, his well being is determined by how successfully he negotiates these new demands. It is these early school years that have a truly profound impact on the child's self concept development. Never before has he been consistently, objectively and sometimes coldly, judged by peers and adults. He is unable to separate himself from his actions so that reprimands and criticism often become viewed as direct threats to self. With this background information, we now turn to the correlates of a positive and negative self concept, respectively.

The Positive Self Concept*

Children with positive self concepts are, first of all, confident about their ability to meet everyday problems and demands. They are confident about their relationships with other people and take pleasure in mutual interdependence, in needing others and in being needed. Autonomy and interdependence are beginning to take shape. Children with strong self concepts view themselves as desirable and valuable contributors to the well being of those around them. They see themselves as deserving of attention and love and feel they are capable of reciprocating. They compare themselves favorably with their peers and feel that authority figures are supportive and interested in them as individuals. These children tend to be comparatively

* The profiles for a "positive" and "negative" self concept are drawn from the results of the national validation and norming of the Self Observation Scales.

independent and reliable. These qualities may stem from their feelings of sufficiency and adequacy in new and challenging situations. They are relatively free from anxiety, nervousness, excessive worry, tiredness and loneliness. They report being happy with the way they look and would not change their appearance if they could.

Children with a positive view of themselves enjoy interacting with their peers and see themselves as on a par with their peers in most situations, while occasionally professing superiority in certain areas. They recognize the social consequences of certain "asocial" actions and see the benefits of give-and-take in social interactions. These children are able to admit that they make mistakes and that they sometimes hurt other people, but they apparently do not view these admissions as major threats to self.

Behaviorally, these children are seldom designated as problem children. They usually appear comparatively calm, keep their hands to themselves and although they are frequently competitive, they express aggression when external considerations warrant aggressive behavior. They express dissatisfaction with their own poor performances but relatively seldom make self deprecating remarks. They react positively to constructive criticism, can accept praise well, and derive obvious pleasure from a job well done.

Scholastically, children with positive self concepts tend to be above expectation in reading and mathematics. They tend to attain higher scores on standardized achievement tests than would be predicted from ability tests. These children are positive toward school and view it as a happy, worthwhile place to be.

## The Negative Self Concept

Children with poor self concepts are insecure and pessimistic about their ability to meet everyday problems and demands and they are unsure about their relationships with others. They often tend to be either overly dependent and withdrawn or overly aggressive with apparently minimal overt needs for social interaction and, in each case, growth toward autonomy appears stunted and retarded. These children view themselves as undesirable and, through their often inappropriate behavior (which is, although inappropriate, usually quite consistent with the way the children feel about themselves), they are regularly reinforced in these feelings.* They report not being needed by significant others and do not feel that others care about them as individuals. They compare themselves unfavorably with their peers and frequently report being inferior to their peers in age-appropriate activities. Authority figures represent a threat to children with poor self concepts.

These children are threatened in social interactions and prefer to play with younger children. They report a desire to dominate in peer-oriented activities, i.e., always wanting to be first or always wanting to be the leader, and yet, would prefer to play alone if given a choice. They tend to be quitters and are satisfied with poor performance (again, poor performance is consistent with the way these children view themselves). These children find it difficult to admit to even common mistakes and are quite insensitive to other people's feelings.

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*Modifying the truism from the financial world that "the rich get richer and the poor get poorer", we can say that children with strong self concepts get positive reinforcement and, thus get stronger, while those with weak self concepts get negatively reinforced and thus, get weaker.

Behaviorally, these children are frequently labeled as problem children. The acting out, aggressive, verbally disruptive child has a markedly lower self concept than does the "healthy" child. Likewise, the insecure, withdrawn, quiet child also has a low self concept, but his inadequacies are manifested differently from the aggressive child. These children respond negatively to criticism and, surprisingly, they often respond inappropriately or even negatively to praise because positive feelings are inconsistent with the way these children feel about themselves.

Scholastically, children with poor self concepts tend to be below average in reading and mathematics. They tend to obtain lower scores on standardized achievement tests than would be predicted from ability tests. These children are negative toward school and view it as an unhappy place to be.

As a measure of children's self concepts, the Self Observation Scales (SOS) were used in this evaluation. The SOS is a direct, self report, group administered instrument comprised of fifty items at the primary level (K-3) and sixty items at the intermediate level (4-6).

The Primary level of the SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name. The scales are as follows:

Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance, and general competence. They see themselves as being valued by peers, family and teachers. Children with low scores see them-

selves as unhappy, lacking in general competence and of little importance to others.

Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perseverance", "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate or immature.

School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Achievement Motivation

This is a special scale, relating achievement and ability to self concept. High scores indicate increased probability that the child will achieve well relative to ability; low scores indicate increased probability that the child will not achieve as well as might be expected on the basis of his ability. This scale is considered to be experimental, and we recommend that its use for individual assessment be deferred pending the results of our current program of confirmatory analyses.

The Intermediate level of the SOS measures the same five dimensions of children's self concept and adds three additional scales, as follows:

Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Teacher Affiliation

Children with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding and generous. Children with low scores on this scale see the teacher as arbitrary, inconsiderate of children, and/or a source of emotional pain.

Peer Affiliation

Children with high scores on this scale consider their

relationships with other children to be both of high quality and of considerable importance to them. They see themselves as approved of and valued by their peers. They like to be with other children. Children with low scores do not see their peer relationships as an asset. They see other children as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily.

Scoring of the SOS is based on national norms. For each scale, a child receives a standard score (T score), representing a distribution with a mean of 50 and a standard deviation of 10. National percentile and stanine equivalents of this standard score also are provided. Responses to individual items are not given.

The Primary Level of the SOS was given to the student sample at grade 3 and the Intermediate Level to grade 6 in the Fall of 1975 and Spring of 1976. Table 1 presents the results of the Primary SOS.

Based on standard scores having a mean of 50 and a standard deviation of 10, these results indicate that:

- Bedford primary career education students showed a gain in all areas of self concept from pre- to posttesting.
- Bedford primary career education students achieve higher scores in Self Security than the national norm group.
- Bedford primary career education students achieve higher scores in Social Maturity than the national norm group.

- Bedford primary career education students appear to have slightly lower scores in Self Acceptance than the national norm group.

The preceding data should be viewed with some reservation since the pretest group was much larger than the posttest group. (N=222/N=79)

Results of the SOS Intermediate Level are presented in Table 2. The SOS was given on a pre/posttest design this year. An examination of these tables reveals that:

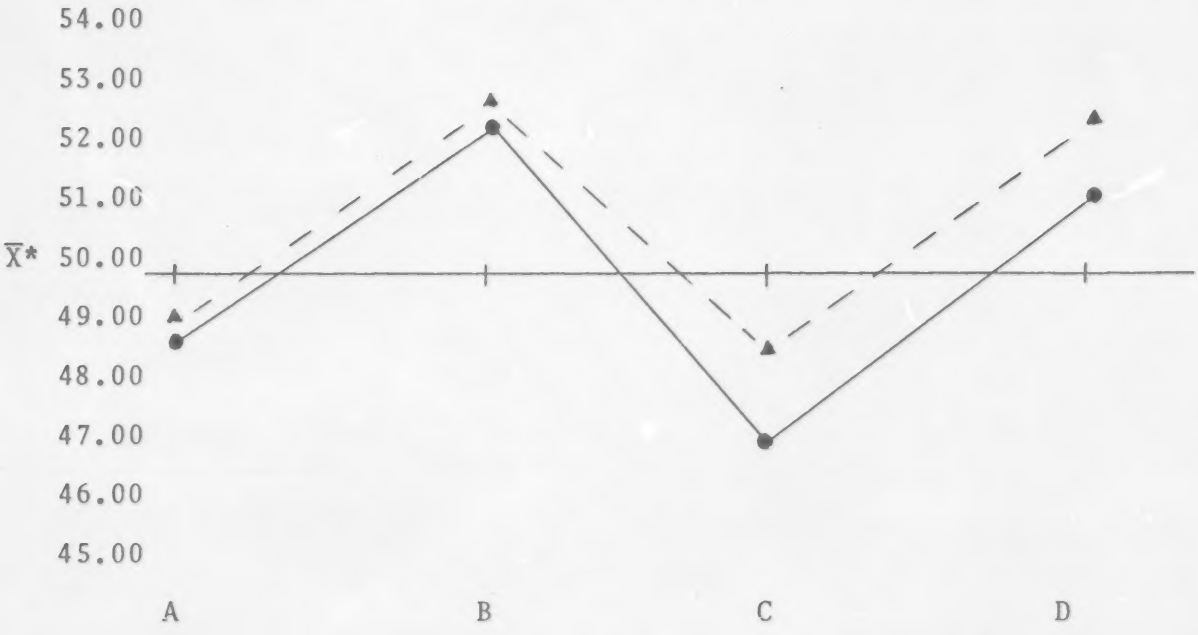
- Intermediate students in the Bedford career education class obtain higher scores than the national norm group in Self Acceptance, Social Maturity, Social Confidence, and Peer Affiliation.
- Intermediate students appear slightly below the national norm group in Self Security, School Affiliation, and Teacher Affiliation.

The preceding data also should be viewed with some reservation since the pretest group was much larger than the posttest group. (N=333/N=81)

TABLE 1

Bedford Career Awareness
1975 - 76
Primary Self Observation Scales
Pre and Post Test
Means and Standard Deviations
Pre N=222 Post N=79

| | Pre $\overline{X}$ | Pre S.D. | Post $\overline{X}$ | Post S.D. |
|---|---|---|---|---|
| A. Self Acceptance | 48.50 | 9.85 | 48.87 | 10.00 |
| B. Social Maturity | 52.04 | 8.34 | 52.13 | 7.21 |
| C. School Affiliation | 47.02 | 11.69 | 48.51 | 10.51 |
| D. Self Security | 51.18 | 9.18 | 52.34 | 7.83 |




*50.00 is mean "T" with a forced S.D. of 10 based on normative procedures

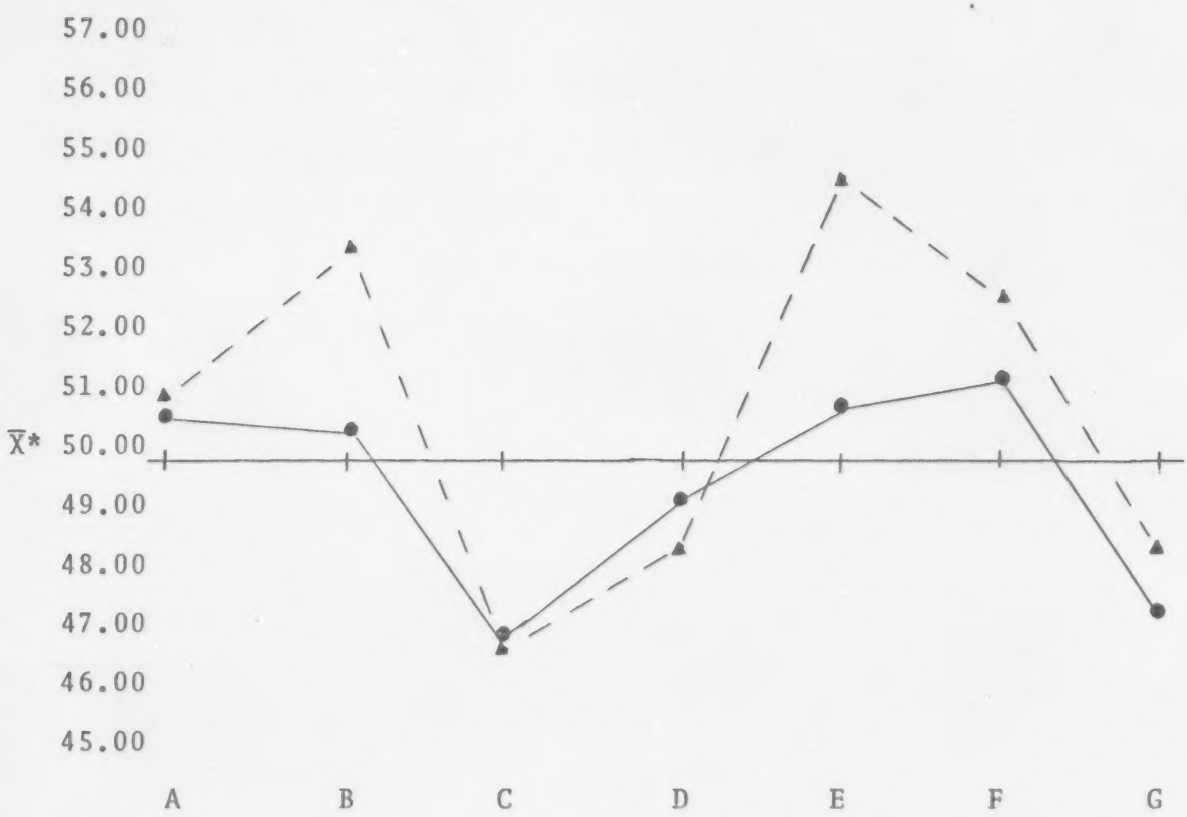
Legend: Pre Test Score

Post Test Score

TABLE 2

Bedford Career Awareness Program
1975 - 76
Intermediate Self Observation Scales
For Pre/Post Test
Means and Standard Deviations
Pre= 333 Post= 81

| | | Pre $\bar{X}$ | Pre S.D. | Post $\bar{X}$ | Post S.D. |
|---|---|---|---|---|---|
| A. | Self Acceptance | 50.36 | 10.11 | 50.77 | 9.28 |
| B. | Social Maturity | 50.12 | 9.88 | 53.17 | 8.92 |
| C. | School Affiliation | 46.76 | 11.66 | 47.74 | 9.79 |
| D. | Self Security | 49.02 | 10.40 | 48.49 | 9.74 |
| E. | Social Confidence | 50.90 | 8.73 | 54.65 | 9.07 |
| F. | Peer Affiliation | 51.40 | 9.51 | 52.36 | 8.92 |
| G. | Teacher Affiliation | 47.17 | 11.48 | 48.15 | 10.97 |




*50.00 is a mean "T" with a forced S.D. of 10 based on normative procedures.

Legend: Pre Test Scores

Post Test Scores

## Student Career Awareness

The instrument which was used to measure lower grade students' knowledge of concepts relating to the world of work was the Career Education Questionnaire. The Career Education Questionnaire (CEQ) is comprised of five content areas, which are viewed as important components of any occupation. The five content areas are: (1) job fields, (2) ability requirements, (3) occupational levels, (4) needs and/or job satisfaction, and (5) working conditions or characteristics.

Each of the CEQ test items employs a series of drawn pictures of workers and working conditions. Each question is read to the children, who are then instructed to place an "x" under the picture which they feel best answers the question. Scores on the scales are converted from a raw score to a mean score. It is unfortunate that the number of project students taking the CEQ was not as large from pre to posttest to draw a more definite conclusion concerning the test data. Since the CEQ does not have any national norms, and as the size of the project student group for the posttest is small, the following are tentative conclusions.

- Career Education students in the lower grades (2-6) have shown a gain in their practical knowledge of the educational requirements necessary in securing a job in the world of work.

- Career Education students appear to understand the job availabilities in the Career Education clusters.

The instrument which was used to assess upper grade students' perceptions of the world of work (and their relation with it) was the Career Maturity Inventory. This instrument is comprised of five scales. A decision was made by the project director and the evaluation team to use three of the five scales. The three scales used were chosen to measure: (1) the maturity of attitudes and competencies that are critical in realistic career decision making, (2) the ability of students to appraise their job-related capabilities, and (3) the aspiration level of students (more carefully defined as economic understanding of each job).

Each of the CMI scales employs a series of multiple choice items. Scores on each scale are converted from a raw score to a national percentile. It is unfortunate that the number of project students taking the CMI was not as large from pre- to posttest to allow the statement of a more definite conclusion, concerning the test data. Since the CMI norms are not true national norms, and as the N size for the project students for the posttest is small, the following are tentative conclusions.

- High school career education students (grades 10-12) have gained in the area of practical knowledge of the world of work.
- High school career education students appear to exhibit a minor gain in the ability to focus upon goal selection, planning and problem solving.

Table 3
BEDFORD CAREER AWARENESS PROGRAM

1975 - 76
Pre/Post Test Results
CAREER MATURITY INVENTORY
LOOKING AHEAD
GRADES 10,11,12

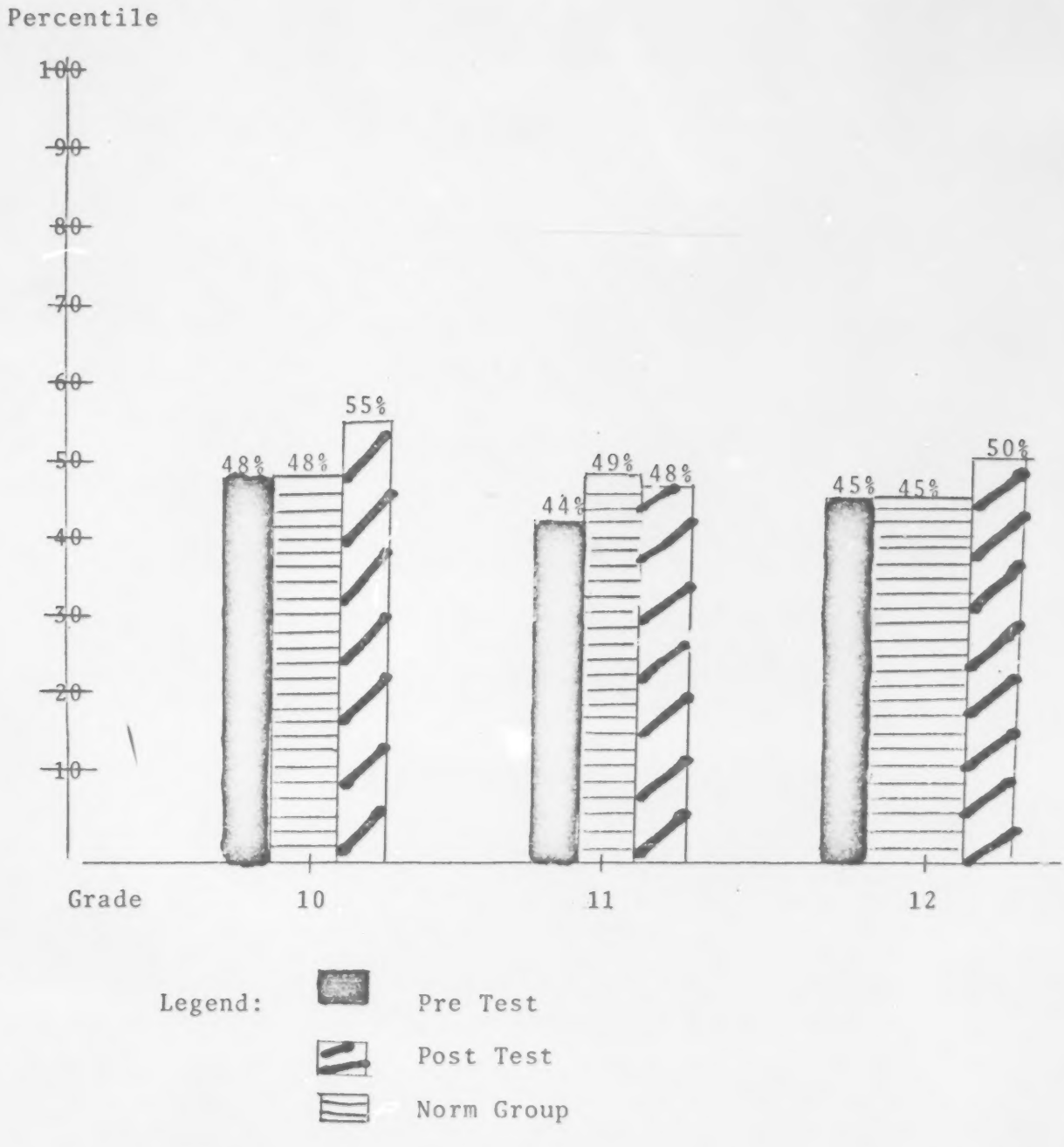


Table 4
BEDFORD CAREER AWARENESS PROGRAM

1975 -76

Pre/Post Test Results
CAREER MATURITY INVENTORY
CHOOSING A JOB
GRADES 10,11,12

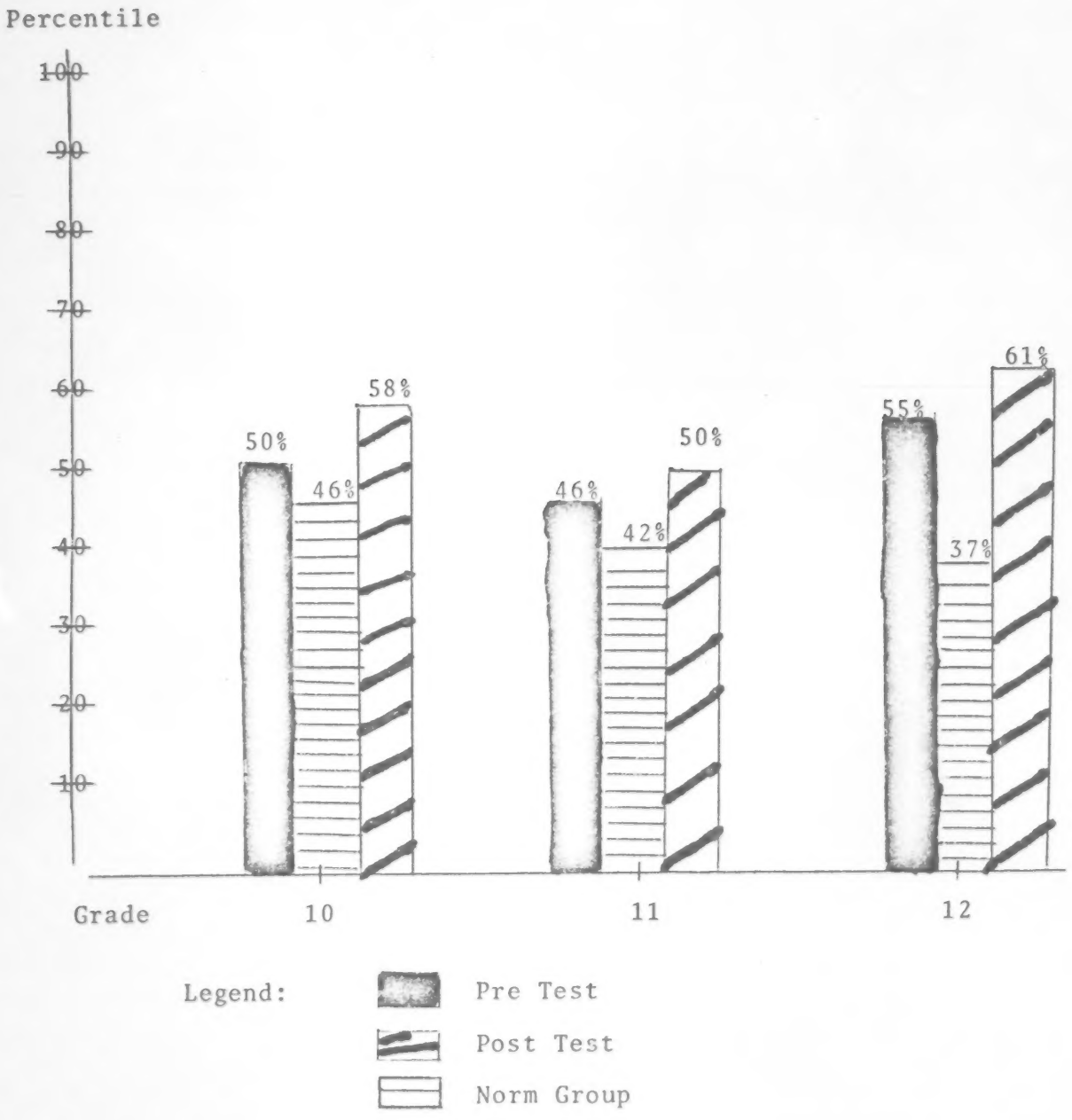
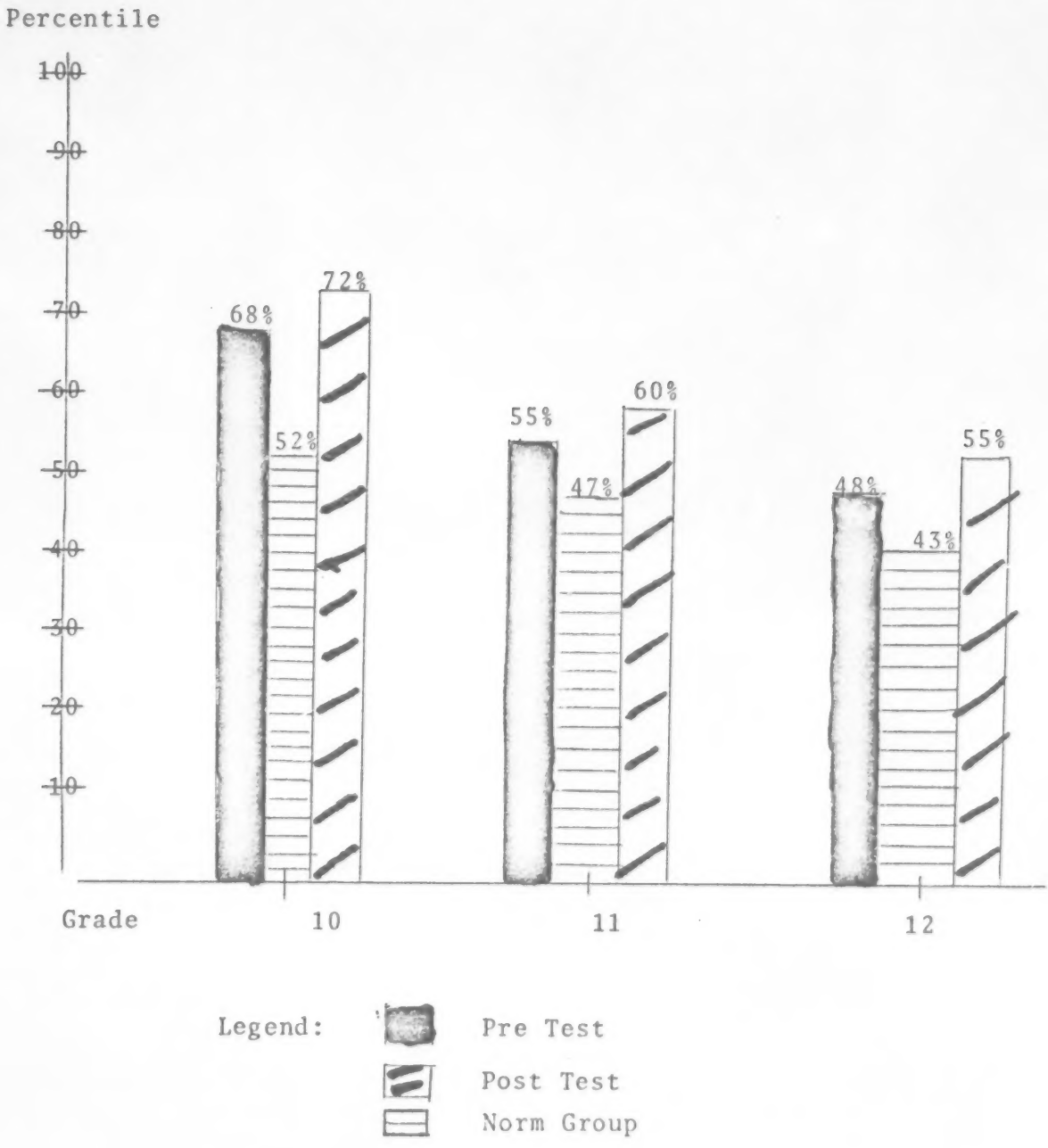


Table 5
BEDFORD CAREER AWARENESS PROGRAM

1975 - 76
Pre/Post Test Results
CAREER MATURITY INVENTORY
WHAT SHOULD THEY DO?
GRADES 10,11,12



## Teacher Outcomes

In order to respond to evaluation questions concerned with the teacher's role in the career development project, the teachers were requested to fill out the Teacher Practices Survey, and the Bedford Career Education Teacher Survey.

The Career Education Teacher Survey was completed by all of the teachers participating in the project. Each practice must be viewed separately in order to interpret the results of the survey. Obviously, some practices such as videotaping of career education activities are used only occasionally and others, such as integration of basic skills with career education, should be daily activities. Activities such as use of library resources related to careers and displays concerning careers and jobs would be considered good if utilized once a month. Each practice is presented along with the presentation of responses in each category.

An inspection of the following table reveals that the most often expressed practice among participating teachers is the integration of basic skills with career education, one of the basic concepts recommended by the project. Generally, the utilization of the various career education practices seems to fall into reasonable ranges for the practices presented. Teachers are using the concepts and practices of the career education program in their classrooms.

There are particular areas that need attention in the staff development phase of the program. Forty-eight percent of the

respondents never use Career Education programs through Educational Television. Although this is low, we recognize that many schools may not have the necessary equipment to utilize utilize this activity. Other activities that teachers seem to need is more assistance in using a) displays concerning careers and jobs, and b) visits to factories, business, or self-employed persons.

The Bedford questionnaire consists of three scales identified by factor analyzing the forty questions. The questionnaire is designed to measure variation among staff members in terms of their commitment, change orientation, and affective acceptance to career education. Table 6 presents the percentage of the teacher responses to the questionnaire according to the three scales.

The acceptance scale was designed to measure teacher acceptance of principles and concepts of career education. Employment factors and skill training are included in this section. The items contained within this factor are rather general and broad in scope and do not call for personal commitment on the part of a teacher to support adopting the career education program.

The commitment scale deals with teacher involvement. It is more action-oriented, and commitment seems to be the major theme of this subscale. It emphasizes an integrated program involving all students and, consequently, a teacher will feel

the need to be involved. At the opposite end of the continuum this scale identifies the teacher who endorses a separate career education program and who perpetuates a fragmented curriculum and differential staffing. These items do not include employment factors such as occupational, vocational or career education. It is designed to identify potential innovators and teachers who are receptive to change without reference to the "work ethic".

The change orientation scale is designed to measure a teacher's change in attitudes concerning his/her knowledge of the career education program goals and objectives. The items in this scale are rather general and broad and are intended to gauge teacher acceptance of the program. Table 7 presents the results of the survey on a pre/post test basis. Teachers showed a substantial gain in all three of the scales.

Table 6
CAREER AWARENESS TEACHERS' PRACTICE

Number and Percent Response
by Categories for Each Item

| | (N) | Daily | Atleast Once A Week | Atleast Once A Month | A few times during year | Never |
|---|---|---|---|---|---|---|
| Integration of basic skills with career education | (65) | 17<br>26.1 | 20<br>30.7 | 5<br>7.6 | 22<br>33.8 | 1<br>1.5 |
| Use of library resources related to careers | (59) | 3<br>5.1 | 15<br>25.4 | 14<br>23.7 | 22<br>37.2 | 5<br>8.4 |
| Interrelation of concepts and careers | (60) | 13<br>21.6 | 15<br>25 | 14<br>23.3 | 17<br>28.3 | 1<br>16.6 |
| Use of video taping of career education activities | (68) | - | 1<br>1.4 | 7<br>10.2 | 32<br>47.0 | 28<br>41.1 |
| Class presentation of career opportunities | (61) | 2<br>3.2 | 9<br>14.7 | 20<br>32.7 | 25<br>40.9 | 5<br>8.1 |
| Displays concerning careers and jobs | (62) | 2<br>3.2 | 4<br>6.4 | 17<br>27.4 | 28<br>45.1 | 11<br>17.7 |
| Group discussions of careers and job opportunities | (61) | 2<br>3.2 | 12<br>19.6 | 17<br>27.8 | 25<br>40.9 | 5<br>8.1 |
| Pupil selection of career field of interest | (57) | 2<br>3.5 | - | 12<br>21.0 | 33<br>57.8 | 10<br>17.5 |
| Newspaper ads and magazines related to job opportunities | (56) | 1<br>1.7 | 2<br>3.5 | 10<br>17.8 | 22<br>39.2 | 21<br>37.5 |
| Career education materials | (64) | 3<br>4.6 | 9<br>14.0 | 26<br>40.6 | 20<br>31.2 | 6<br>9.3 |
| Career-related role playing and simulations | (54) | 1<br>1.8 | 4<br>7.4 | 8<br>14.8 | 29<br>53.7 | 12<br>22.2 |
| Joint planning of activities with Career Education project staff | (60) | - | 4<br>6.6 | 15<br>25.0 | 23<br>38.3 | 18<br>30.0 |
| Career education films or filmstrips | (36) | 1<br>2.7 | 5<br>13.8 | 1<br>2.7 | 17<br>47.2 | 12<br>33.3 |
| Visits to factories, businesses or self-employed persons | (57) | - | - | 2<br>3.5 | 36<br>63.1 | 19<br>33.3 |
| Career Education through educational T.V. Programs | (61) | - | 1<br>1.6 | 3<br>4.9 | 35<br>57.3 | 22<br>36.0 |

Table 7
Bedford Career Education Survey
Acceptance Scale

| Question | Strongly Agree Pre/Post | Agree Pre/Post | Uncertain Pre/Post | Disagree Pre/Post | Strongly Disagree Pre/Post |
|---|---|---|---|---|---|
| 36. Students should be told about different jobs and job requirements during the study of every subject in every grade. | 12% * 33% ** | 35% 39% | 23% 6% | 25% 16% | 5% 6% |
| 37. Every student should have at least one paying job before graduating from high school. | 15% 46% | 42% 39% | 30% 11% | 13% 2% | N/R 2% |
| 33. Visits from industrial chemists would create more interest in a chemistry class. | 15% 38% | 70% 51% | 12% 9% | 3% 2% | N/R N/R |
| 39. Every high school graduate should be guaranteed either further education or immediate employment. | 10% 23% | 25% 34% | 25% 18% | 25% 15% | 15% 10% |
| 16. Elementary school would be better if centered around the world of work. | 2% 6% | 16% 43% | 32% 36% | 30% 15% | 20% N/R |
| 1. An effective program of career education would lower the school dropout rate. | 43% 60% | 33% 29% | 17% 11% | 7% N/R | N/R N/R |
| 31. Students should hold several kinds of jobs before leaving high school. | 13% 30% | 43% 48% | 26% 14% | 13% 4% | 5% 2% |
| 25. Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs. | 38% 58% | 52% 40% | 10% 2% | N/R N/R | N/R N/R |
| 2. If schools were career-oriented, they would be useful to more students. | 25% 59% | 63% 41% | 12% N/R | N/R N/R | N/R N/R |
| 3. Most local business and professional people would help with a career program in the schools. | 13% 17% | 54% 70% | 30% 13% | 3% N/R | N/R N/R |

* Indicates pre test score
** Indicates post test score
N/R = No response

Bedford Career Education Survey
Acceptance Scale(Continued)

| uestion | Strongly Agree<br>Pre/Post | Agree<br>Pre/Post | Uncertain<br>Pre/Post | Disagree<br>Pre/Post | Strongly Disagree<br>Pre/Post |
|---|---|---|---|---|---|
| 3. Career education will cost money but will be a saving for society because of an increase in employment. | 10% * | 30% | 37% | 23% | N/R |
| | 24% ** | 54% | 14% | 8% | N/R |
| 0. Our local community should pay for career education if the state and federal governments cannot. | 2% | 30% | 42% | 13% | 13% |
| | 34% | 43% | 23% | N/R | N/R |
| 0. Local residents would be eager to visit schools to talk to students about their jobs. | 12% | 42% | 42% | 4% | N/R |
| | 14% | 50% | 30% | 4% | 2% |
| 2. Students who are good in history should be told about jobs in this field. | 25% | 55% | 18% | 2% | N/R |
| | 37% | 53% | 4% | 4% | 2% |
| 4. Career education should be available to all students from kindergarten through grade 12. | 15% | 55% | 10% | 12% | 8% |
| | 74% | 20% | 6% | N/R | N/R |
| 6. Foreign language teachers should teach about careers in their classes. | 5% | 68% R | 18% | 7% | 2% |
| | 51% | 47% | N/R | N/R | 2% |
| 4. The ways mathematics can be used in jobs can be taught in a few days in every mathematics course. | 8% | 25% | 20% | 35% | 12% |
| | 11% | 20% | 13% | 29% | 17% |
| 5. The quality of education would be raised by an emphasis on jobs and work. | 8 | 37% | 30% | 23% | 2% |
| | 17% | 53% | 24% | 2% | 4% |

* Indicates pre test score
** Indicates post test score

N/R = No response

Table 7
Bedford Career Education Survey
Change Orientation

| Question | Strongly Agree Pre/Post | Agree Pre/Post | Uncertain Pre/Post | Disagree Pre/Post | Strongly Disagree Pre/Post |
|---|---|---|---|---|---|
| 22. I find that individualized instruction using performance objectives is valuable in helping the student succeed. | 20%* / 34%** | 58% / 53% | 20% / 11% | 2% / N/R | N/R / 2% |
| 23. I believe it is more important to work with the entire class than to spend a lot of time with individuals. | 2% / N/R | N/R / 4% | 23% / 11% | 50% / 59% | 25% / 26% |
| 8. I accept the idea that individualized insturction using performance objectives allows students to experience success more often. | 30% / 39% | 50% / 48% | 15% / 11% | 5% / N/R | N/R / 2% |
| 27. I regularly use performance objectives with individualized learning experiences to help my students develop to their potential. | 12% / 11% | 59% / 43% | 18% / 14% | 11% / 30% | N/R / 2% |
| 17. As part of a teaching team, I could spend more time developing creativity, responsibility, and habits of inquiry in students. | 15% / 42% | 73% / 39% | 12% / 15% | N/R / 4% | N/R / N/R |
| 9. I teach my classes without assistance and discourage others from helping. | 2% / N/R | N/R / N/R | 2% / N/R | 48% / 39% | 48% / 61% |
| 28. I would greatly dislike being a member of a differentiated teaching team. | N/R / N/R | 2% / 2% | 27% / 13% | 43% / 46% | 28% / 39% |
| 10. I do not work well enough with others to make differentiated team teaching work. | N/R / N/R | N/R / N/R | 7% / 2% | 50% / 33% | 43% / 65% |
| 15. I'm convinced that differentiated team teaching is a waste of time. | N/R / N/R | N/R / N/R | 29% / 7% | 44% / 38% | 36% / 55% |
| 30. I say that differentiated team teaching is asking too much of established teachers. | N/R / 4% | 5% / N/R | 27% / 4% | 45% / 43% | 23% / 49% |

* Indicates pre test score
** Indicates post test score
N/R = No response

Table 7
Bedford Career Education Survey
Commitment Scale

| Question | Strongly Agree Pre/Post | Agree Pre/Post | Uncertain Pre/Post | Disagree Pre/Post | Strongly Disagree Pre/Post |
|---|---|---|---|---|---|
| 38. "Career Education" is another name for vocational education. | 10% * | 18% | 18% | 47% | 7% |
| | N/R ** | N/R | 2% | 11% | 87% |
| 6. Elementary school is too early for a student to start thinking about career possibilities. | 7% | 13% | 8% | 53% | 20% |
| | N/R | 2% | 4% | 31% | 63% |
| 4. Career education will be of greater long term value to boys than to girls. | 2% | 10% | 12% | 46% | 30% |
| | 2% | 2% | 4% | 38% | 54% |
| 35. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation. | N/R | 12% | 15% | 48% | 25% |
| | N/R | 6% | 11% | 52% | 31% |
| 19. Students going on to college should not make their career plans while in high school. | N/R | 5% | 12% | 43% | 40% |
| | N/R | 2% | 7% | 30% | 61% |
| 11. The school guidance department should carry the primary responsibility for career education. | 7% | 20% | 18% | 45% | 10% |
| | 2% | 4% | 9% | 39% | 46% |
| 24. There are areas in the school program more important than career education that need our time, money, and effort. | 13% | 18% | 38% | 23% | 8% |
| | 4% | 7% | 18% | 47% | 24% |
| 12. The present high school vocational education courses teach students enough about the world of work. | 2% | 2% | 29% | 50% | 17% |
| | N/R | 2% | 13% | 28% | 57% |
| 18. Courses such as art and music would be damaged by including information about job possibilities in those fields. | N/R | N/R | 10% | 57% | 33% |
| | 4% | N/R | 2% | 35% | 59% |
| 29. Separate courses on career education would be better than incorporating this subject into existing courses. | 2% | 12% | 25% | 41% | 20% |
| | N/R | 2% | 13% | 46% | 39% |

* Indicates pre test score
** Indicates post test score
N/R = No response

Table 7

Bedford Career Education Survey
Commitment Scale

| Question | Strongly Agree Pre/Post | Agree Pre/Post | Uncertain Pre/Post | Disagree Pre/Post | Strongly Disagree Pre/Post |
|---|---|---|---|---|---|
| 21. Career education should be taught by special career education teachers rather than regular teachers. | 15%* 5%** | 17% 2% | 25% 2% | 35% 53% | 8% 38% |
| 7. Career education is just another fad that will soon be forgotten. | 5% 4% | 10% 4% | 25% 13% | 43% 35% | 17% 44% |



* Indicates pre test score
** Indicates post test score

## Conclusions and Recommendations

IBEX shared the certain evaluation functions with the Project Director and his staff. This provided an effective allocation of resources, while maintaining IBEX's independent review of all project activities. Based on the results of the 1975-76 evaluation, the evaluation team offers the following conclusions and recommendations:

- The overall results of the Self Observation Scales as a measure of self concept, seem to indicate that this portion of the project is a success. While some variation by grade level on various scales was noted, overall the program strategies being employed are returning good results.

- There seems to be a slight drop in School Affiliation from the primary student (grades 1, 2, and 3) to the intermediate student (grades 4, 5, and 6). This must, unless otherwise shown, be considered an occurrence of the student's age and changing allegiances rather than a negative influence of the program.

- The results of the Career Maturity Inventory indicate an acceptable rate of program impact. The average rate of growth over the three scales for all grades (10, 11, and 12) was six percentile points.

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# OTHER ACTIVITIES

## OTHER ACTIVITIES

During the 1974 - 1975 school year, Bedford County Public Schools developed and submitted to the U.S. Office of Education, Division of Career Education, a proposal for the incremental improvement of the local career education program. Funded under the title, The Incremental Improvement of a Division - Wide Career Education Program, the Office of Career Education provided $ 99,449.00 to continue the expansion of career education in the local school division.

The basic concept behind the request for funds was the idea of combining all of the local efforts into one united front of action, all under the direction of one supervisor, and providing more comprehensive in-service education programs for local instructional staff members.

In-service for teachers, administrators, and ancillary personnel provided the vehicle for training in proper utilization of educational technology and instructional materials related to career education. The University of Virginia agreed to provide personnel for two in-service graduate level courses to be taught in the community.

Seminars for personnel were conducted by project personnel and other consultants. In addition, a three day seminar for administrators and supervisors on their roles in implementing career education was developed and presented.

Continued support for vocational education was given in the new project through the utilization of a Vocational Counselor located at the vocational center(Bedford Educational Center).

The incremental project also developed a filmstrip about the total effort in career education in Bedford County Public Schools in addition to a brouchure on the local efforts. A copy of the brouchure is included in the appendix.

The in-house evaluation plan was coordinated through the Supervisor of Career Education(Incremental Project Director), in addition to day-to-day scheduling of activities.

The operational plan and learner outcomes from the Incremental Project follow:

B

## OPERATION PLAN

### Introduction

During the past three years, Bedford County Public Schools has been actively engaged in developing three projects that have helped move our elementary and secondary program of studies toward a comprehensive program of career education from Kindergarten through grade twelve and our special education program. In addition, our adult education program has incorporated many elements of career education.

If this project is approved, it will enable Bedford County Public Schools to move its career education program from Category three through Category four and into Category five of the Career Education Implementation Categories, as specified by the U.S. Office of Education.

After three years of intensive work in career education, Bedford County Public Schools has made considerable progress toward developing and implementing a comprehensive K-12 career education model. Evidence of this progress is apparent in the fact that the school division has had its Exemplary Project in Vocational Education, Career Education Now! Model for Career Education Curriculum K-12, renewed under the provisions of Section 142 (c) of Part D of the Vocational Amendments of 1968 for the past three years, in addition to having the project, Career Education Through Instructional Television, renewed for three years by Title III. Recognition was given to the school division's career education efforts when Bedford County Public Schools was awarded an incremental career education grant by the U.S. Office of Education, Office of Career Education, for 1975 - 1976 for its project, The Incremental Improvement of a Division-Wide Career Education Program.

Further recognition of Bedford County's efforts in Career Education was implied when the Virginia State Department of Education recently awarded a Title IVb grant to another rural school division to develop a set of video-tapes for projecting career education in the secondary schools through instructional television. It is our understanding that several school divisions in Virginia are using elements of our model in applying for federal assistance for their career education programs.

The U.S. Office of Education through its incremental grants for career education recognizes the fact that a school

system does not spring in a single bound or in a period of a few years into a division-wide program embracing all of career education. Bedford County Public Schools has found that the development of a comprehensive career education program is a process of incremental improvement extending over a period of time. The operational plan set forth in this proposed project is an attempt to move the Bedford County Career Education Program closer to the ideal model of a division-wide, comprehensive career education program. The operational plan is also based on the assumption that there are at least five general categories of needs that must be met in successfully implementing a good division-wide career education program. These include student needs, teacher needs, curriculum needs, guidance needs, and parent-community needs. It is further assumed in this project, that the objectives set forth for it are essential to making the incremental improvements needed in moving our career education program from Category three into Category five of the Career Education Implementation Categories, as set forth by the U.S. Office of Education.

(b) 1 Process and Learner Objectives

The process and learner objectives (in measurable terms) of this project are as follows:

a. The primary objective will be to refine the design and further implement the Model Career Education Curriculum K-12, that was developed by the exemplary project, the previous incremental project, and other supportive career education projects developed by Bedford County Public Schools, to serve as a model for other school divisions wishing to move toward a total career education concept.

b. Self-awareness of students will be increased, leading to an improved self-concept which in turn will lead to the following:

   1. Students will be able to describe their own current abilities and limitations.
   2. Students will be able to describe their own current interests and values.
   3. Students will display positive attitudes toward themselves and others.
   4. Students will recognize that social, economic, educational, and other forces influence their development.

c. Academic subject matter will be made more relevant to students, and county-wide scores on tests evaluating basic skill competencies will improve.

1. Students will be able to recognize the relevance of subject matter to occupations.
2. Students will demonstrate increased proficiency in basic scholastic skills.

d. Favorable student attitudes toward the personal, social and economic significance of work will be developed.

1. Students will be able to plan work effectively.
2. Students will be able to adapt to varied work conditions.
3. Students will have a positive attitude towards conservation of environmental and human resources in accomplishing work tasks.
4. Students will have a positive attitude towards the concept of quality in relation to a work task.
5. Students will have a positive attitude towards responsibility for their own behavior and accomplishment of self-imposed work tasks.
6. Students will demonstrate a desire for continuous learning, both in school and out.

e. Each student will be assisted with developing and practicing appropriate career decision-making skills.

1. Students will be able to associate their own abilities and limitations with possibile success in present or future paid and unpaid work.
2. Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.
3. Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems.
4. Students will be able to determine the potential for future advancement/personal growth in work in their chosen area.
5. Students will know the steps to be taken and the factors to be considered in career planning.
6. Students will demonstrate active involvement in career decision-making.

f. Students will demonstrate an increase in career awareness.

1. Students will know the major duties and required abilities of different types of paid and unpaid work.
2. Students will know differences in work conditions and life-styles associated with different types of paid and unpaid work.
3. Students will know entry requirements for major types of paid and unpaid work.
4. Students will know the impact of social and technological change on paid and unpaid work.
5. Students will know the important factors that affect work success and satisfaction.

g. Students will be oriented to a wider variety of occupational areas than now available to Bedford County Public School students.

1. Students will demonstrate increased awareness of work values and possess a desire to engage in paid and/or unpaid work.
2. Students will be able to identify, locate, and utilize sources that contain information about existing paid and unpaid work possibilities.
3. Students will be able to demonstrate skills required in applying for and accepting work.

h. Students will be provided with expanded opportunities for work-study and cooperative education experiences.

1. Some students will have the opportunity to participate in a short-term work experience program.
2. Some students will have an opportunity for longer term work study.

i. Administrators, guidance personnel, and teachers will develop flexibility of students' schedules to provide a greater variety of educational experiences that will contribute to students' capability to make decisions in keeping with their educational-vocational objectives.

j. Students will be prepared for successful placement in a paid occupation, in further education, or in a vocation consistant with thefr current career aspirations.

k. The school division will provide for the flexible exit and re-entry of students into the education program.

l. The school division will provide job entry skill training for selected disadvantaged students at the ninth and tenth grade levels.

m. The school division will develop a procedure that will lead to curriculum revision centering around the career education theme.

n. The school division will broaden student opportunities for "beyond-the-school-walls" educational experiences including community college credit work.

o. A comprehensive in-service program will be provided to develop guidance counselor and teacher awareness and skills that will assist in implementing a total career education program.

p. Bedford County guidance personnel will develop the capability to serve with other educational personnel as liaison between the school and the business-industry-labor community.

q. Bedford County guidance personnel will acquire the "know-how" to participate in part-time and full-time job placement and follow-up studies of former students.

r. Teachers will make increased use of personnel from the business-industry-labor community and other agencies as educational resource persons in the division-wide total instructional program.

s. Teachers will develop the capability to integrate to the fullest extent possible, the programatic assumptions of career education into their instructional activities and teacher-pupil relationship.

t. Teachers will be prepared to infuse, through the proper educational technology, career education concepts into the total curriculum.

u. Teachers will be prepared to develop instructional materials that make all subject matter more meaningful and relevant in relation to a career education thrust, as part of a division-wide effort.

v. Parents, the business-industry-labor community and other agencies will assist in developing and implementing a comprehensive career education program in the Bedford County Public Schools.

w. Parents will be helped to recognize that their attitudes toward work and toward education act as powerful influences on the career development of their children.

# STAFF EMPLOYMENT AND UTILIZATION

## STAFF EMPLOYMENT AND UTILIZATION

The following lists the professional staff members employed through the exemplary program during its three year project period:

| name | title | dates of employment |
|---|---|---|
| Jerry Turpin | Project Director | July 1973 - Aug. 1976 |
| Clyde Emswiler | Work Experience Coordinator | July 1973 - Aug. 1975 |
| Eugene Templeton | CERT | Aug. 1973 - July 1975 |
| | Work Experience Coordinator | Aug. 1975 - July 1976 |
| Sandra Markwald | CERT | Aug. 1973 - July 1974 |
| Michael Reckard | CERT | Aug. 1973 - July 1974 |
| Graham Spencer | CERT | Aug. 1973 - July 1974 |
| Andrea Smith | CERT | Aug. 1973 - July 1974 |
| Patricia Coleman | CERT | Aug. 1973 - July 1976 |
| Bobbie Hargrove | CERT | Aug. 1973 - July 1976 |
| Mary Ellen Hylton | CERT | Aug. 1973 - July 1975 |
| Roy Mosley | CERT | Aug. 1973 - July 1976 |
| Sandra Tanner | CERT | Aug. 1974 - July 1976 |
| Donna Yuhas | CERT | Aug. 1974 - July 1976 |
| Jeannie Smythers | CERT | Aug. 1974 - July 1976 |
| Paul Mattox | Instructor for the Disadvantaged | Aug. 1974 - July 1976 |
| Shirley Kiester | Instructor for the Disadvantaged | Aug. 1974 - July 1976 |

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# CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

## Conclusions, Implications and Recommendations

### A. Elementary K-7 - Career Awareness

#### Conclusions

A comprehensive plan for career development in the grades K-8 has been developed which provides to elementary students the opportunity to explore many new avenues in the world of work. Utilizing the Elementary Teachers' Activity Guides to Career Education, Volume I & II, classroom teachers have the necessary guidance to begin developing lesson plans centered around and encompassing career development.

Because of the funding during the project period, all elementary schools have acquired many different materials to use in covering concepts such as career development.

#### Recommendations

That each school develop a plan for a continuation of career development.

That each school set up a committee to recommend materials needed for career education

That each school continue an active in-service program in career education.

That each school emphasize resource people in the classrooms.

### B. Middle Grades 8-10

#### Conclusions

Students enrolled in the middle grades now have approximately thirty (30) different exploratory courses to select during the 8th and 9th grades. These courses have been geared toward career exploration during the past three years. Students now have many opportunities to explore in areas of interest.

Grades 7 and 8 utilize the resource centers at their schools and have fifteen locally produced television programs geared to young job-seekers.

#### Recommendations

That curriculum development with a career development theme be continued in all curriculum areas.

That out-of-school experiences be provided for more students.

That continued emphasis be given to in-service training of classroom teachers

That resource persons from the community be involved in class activities.

### C. Secondary Grades

#### Conclusions

The exiting secondary students from Bedford County Public Schools have been involved, or had the opportunity to be involved, in may career development areas:

(1) Career job fairs
(2) Expanded guidance service
(3) Special disadvantagee classes
(4) Work experiences

A major step in implementing a total program in career education has been the coordination efforts by the guidance departments in the schools. They have established Job Centers, Work Experience Programs, and cooperated in regional career programs.

Recommandations

That Career Education be made a main thrust of each secondary school.

That an effort be made to encourage parent participation in planning.

That resource people to utilized often.

That the appropriate resources (money-materials-time) be provided students and teachers, in order to implement, fully, the implications of careers educations.

That a strong in-service program be continued.